

# School Budget Development Instructions

2023-2024



SEATTLE  
PUBLIC  
SCHOOLS

**Published 3/6/2023**

- Updates to Health Services language
- Corrections to stipend amounts
- Corrections to average salaries
  - LAP allocation change
- Clarification on Elementary Counselor/Social Worker and Secondary Social Worker waivers



# 2023-2024 School Budget Development Instructions

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

The Seattle Public Schools 2023-2024 School Budget Development Instructions provides guidance regarding various fund sources and includes a reference guide for positions, non-staff items, and their coding.

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## A. GENERAL GUIDANCE

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### IN THIS SECTION:

- Frequently Asked Questions (FAQ)
- Overview and School Budgeting Calendar
- Instructions for Developing Your School Budget
- Monitoring and Managing School Budgets
- Who to Contact

# FREQUENTLY ASKED QUESTIONS (FAQ)

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**1. What is the estimated average cost for a teacher in 2023-24?**

The estimated cost for an elementary teacher is \$149,608, middle school teacher is \$149,880, high school teacher is \$152,151, and academic interventionist reading-math for all grades is \$157,639. For a full list of average costs by position, see "Average School Position Costs" on [page 81](#).

**2. I want to budget for additional staffing. Which funds are available for me to use?**

Schools may use the per-pupil and equity dollar discretionary allocations found under the "Non-Staff Allocations" section of their 2023-24 Budget Allocation page (aka 'purple sheet') to budget for additional FTE. Schools can also budget FTE using High Poverty LAP and Title 1 funding, along with other grants that have been awarded to the school for staffing. For more information about staffing on grants see [page 61](#).

**3. How much will a position cost when I budget with discretionary dollars or grants?**

Positions funded by per-pupil or equity dollar discretionary allocations should be budgeted at average salary. To find the average cost of commonly used positions, [see page 81](#).

Positions funded by LAP, High Poverty LAP, Title I Part A, Levy Performance, and PTA/other grants should be budgeted at actual salary. To estimate actual costs, please see the "Pension, Payroll Taxes, and Medical Benefit" section for examples on [page 84](#) and work with your budget analyst.

**4. What is the method used to generate the staffing allocations?**

Staff is allocated according to SPS's Weighted Staffing Standards (WSS) model. Detailed information on the model is published in the 2023-24 Schools' Funding Allocations ('purple book') on the Budget Office webpage under "[Budget Development](#)."

**5. Who do I contact if I have questions about enrollment projections for my school?**

Questions about enrollment projections should be directed to the Enrollment Planning department. Please see "Who to Contact" on [page 12](#) for contact information.

**6. What if I feel the WSS allocation is not sufficient for the needs of my school? Is there a process to request additional resources?**

Please contact your director of schools for guidance.

**7. I would like to exchange a WSS position for a different position. Is there a waiver process?**

Yes, schools may follow the waiver process if they wish to trade one WSS allocated position for another to better fit the programs at the school. Waivers are due by 6:00pm on March 3, 2023. For information on the waiver process and timelines, please see "Waiver Process for the WSS" on [page 22](#).

# BOOK OVERVIEW AND 2023-24 CALENDAR

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## SCHOOL BUDGET DEVELOPMENT INSTRUCTIONS OVERVIEW

This document provides guidance on key dates, processes, costs, and program requirements related to building a budget. The instructions are divided into the following sections:

- A. General Guidance: Key due dates, process overview, and contacts.
- B. School Funding: Information and guidance on staffing and discretionary allocations.
- C. Budgeting for Staffing: Guidelines on the allocation model, waiver requests, and labor relations.
- D. Instructional and Districtwide Support Services: Detailed information on various program requirements and central department support options.
- E. Grants: Detailed information on grant requirements, uses, and procedures.
- F. Quick Reference Documents: Staff costs, common budget items, and program purchase guides.

## 2023-24 SCHOOL BUDGET DEVELOPMENT KEY DATES

Tuesday, February 28	School allocations for 2023-24 distributed to schools and SPOT system updated with allocations
February 28 – March 9	Staffing workshops
Friday, March 3	Waiver requests are due by 6:00pm to <a href="mailto:waivers@seattleschools.org">waivers@seattleschools.org</a>
March 6-17	Waiver status change notifications will be sent via email.
March 10 – 24	Budget Arenas - Arena process, complete entry of budget and staffing in SPOT, reconcile to allocations
Friday, March 24	All school budgets submitted

# DEVELOPING YOUR SCHOOL BUDGET

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The principal is responsible for preparing and submitting a school budget that aligns with the school CSIP and Racial Equity Action Plan, that complies with all collective bargaining agreements, and follows the requirements of each funding source. With support and guidance from the building leadership team (BLT) and Budget Office staff, the principal works to ensure school staff, community members, and families are included in the process.

Collaboration with the school community is key in school budget development. Certificated and classified staff, parents, and community members should be authentically involved in decision-making using the school's decision-making matrix. Students represent another group that should be involved at the middle school and high school levels. Directors of schools can help guide teams in collaboration techniques to ensure all interests are engaged in the school's budget development.

## Process Overview

- School teams determine priorities and develop scenarios
- Plan for resource increases or decreases based on enrollment trends at the school
- Adjust and finalize budgets based on final school allocation
- Attend staffing workshops
- Submit the finished school's budget in a budget arena meeting

## DETERMINE BUDGET PRIORITIES AND DEVELOP BUDGET SCENARIOS

In January and February principals should work with their BLT, director of schools, Human Resources business partner and budget analyst to:

- Attend trainings and gather information to help with budgeting.
- Engage with school teams to use your CSIP and its Racial Equity Action Plan as a guide for budget priorities, informed by student outcome data.
- Develop budget scenarios that anticipate school allocations.
- Review the past year's budget and expenditures to create a plan for non-staff budgets (see "Budgeting for Non-Staff Items" on [page 26](#)).

Racial equity analysis in budget decisions is a requirement of the Collective Bargaining Agreement ([Certificated CBA 2022-2025](#), pg. 13), as is the participation of a Racial Equity Team in budget decision-making if a team is present in the school. Some questions to answer to help ensure your school resources are equitably distributed include:

- How does this proposed spending impact our ability achieve our racial equity goals?
- Who will bear the burden of a proposed spending reduction or position cut?
- How can the budget be balanced in a way that protects efforts to work towards racial equity?
- Does this decision prioritize staff comfort above student need?
- Are ideas about scarcity grounded in the reality of our funding, or are resources only limited to some groups/requests and not others?

Contact the Department of Racial Equity Advancement with any questions about or assistance with the Racial Equity Analysis Tool.



## PLAN FOR ADDITIONAL RESOURCES

Schools may use grants or donations to enhance WSS allocations to meet their program needs. Grant funding, or a commitment from a donor to provide funding later, must be approved through the grants office before the grant can be included in a school's budget. Refer to "Grant Process and General Guidelines" on page 61. Schools with existing grants may have approval to carry forward balances to the next year. See "Prior Year Carry Forward" on [page 27](#) for more information.

## ADJUST FOR YOUR FINAL SCHOOL ALLOCATION

WSS allocations provide staff resources designed to meet the student to staff ratio requirements for basic, Multilingual, and Special Education students. Non-staff, or discretionary per-pupil and equity dollar resources, are also included and can be used to meet specific school needs. In addition to the WSS resources, school allocations may include Title I and Learning Assistance Program (LAP) grant allocations.

When you receive your school allocation page that details the Weighted Staffing Standards (WSS) allocations for this year, carefully review the information for any potential errors. Then use the page to communicate any necessary changes and adjust the planned budget. For more information on the WSS allocation model see [page 16](#).

**Submit waiver requests:** After reviewing the staffing allocations and the specific school priorities some schools may choose to request a waiver to alter one or more of the allocated positions to better fit the programs at the school. See the "Waiver Process for the WSS" on [page 22](#).

## ATTEND STAFFING WORKSHOPS

Principals may attend a staffing workshop meeting with their HR business partner and budget analyst to review the school's initial staffing plans. The purpose of the staffing workshop is to:

- Assign WSS allocations to positions for staff in SPOT ([School Planning Online Tool](#)).
- Discuss vacancies resulting from early notification of retirements or resignations.
- Make any known category, grade level, or content area transfers.
- Make any known full-time equivalency (FTE) increases or decreases.
- Discuss any planned waiver requests, and general staffing strategies and scenarios.
- Identify the paperwork and any other actions that need to be completed to submit the final staffing and budget.

**It is helpful to bring a draft staffing plan to this meeting.**

## FINALIZE THE BUDGET IN BUDGET ARENAS

Each principal is scheduled for a budget arena meeting with their budget analyst and HR business partner to finalize and submit their 2023-24 budget in [SPOT](#). The purpose of the budget arena is to:

- Make any final WSS allocations to staff positions.
- Assign available grant and discretionary funding to positions and other planned spending.
- Displace staff without funded positions.

- Adjust budgeting for waiver requests that are approved or denied.
- Budget remaining non-staff funding (e.g., supplemental pay, stipends, supplies, contract services).
- Submit the "Statement of Assurance" and any other required documentation to HR.
- Submit the final budget in SPOT.

**Plan to bring your school's staffing and budget plan as agreed upon by the BLT, along with:**

- Any grant approval/documentation.
- Your completed and signed "Statement of Assurance" and any other required documentation.

# MONITORING AND MANAGING SCHOOL BUDGETS

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## MANAGING YOUR BUDGET

Each principal has the responsibility to monitor and manage their school's budget throughout the year. A budget is a plan, and plans may change. School budgets should be adjusted as needed to reflect updated plans and current spending patterns. Budget analysts can help with questions, adjustments, and troubleshooting. A team effort between principal and office staff can make budget management more effective. Day to day review of financial status can fall within the duties of school secretary, fiscal clerk, or other administrative staff, who can bring to the attention of the principal any concerns during regular budget and spending reviews.

## MONITORING YOUR BUDGET

Financial reports available in the district's financial management system ([SAP](#)), such as the ZFPLAN and ZFFTE reports, can be used as a tool for monitoring and controlling the budget and expenditures for each school. The Budget Office will send a summary of budget status reports to schools approximately four times per year to aid in managing schools' budgets.

Things to look for when monitoring **ZFPLAN budget reports**:

- Spending where there is no budget – is this an error, or a failure to plan?
- Budget where there is no spending – is this an error, or have plans changed?
- Unusual or odd spending -- examine, question, drill down.

Things to look for when monitoring **ZFFTE budget reports**:

- FTE staffed where there is no budget.
- FTE budgeted where there is no FTE staffed (e.g., vacant position).
- Anything in the "FTE Diff" column; any unusual or unexpected staffing.

ZFPLAN and other reports in SAP can be found through MySPS using the link to "[SAP ERP](#)" from the "All Staff Logins" selection on the home page. For questions on running budget reports, please work with your budget analyst. For training and guides on how to review your school's financial reports go to the MySPS "[Budget Office](#)" webpage and look under Training and Tools for "Specific Topics: Budget Bites" (No. 4, "Navigating Your School's Financial Reports", and No. 5, "Reviewing School Financial Reports").

### "I've found an error; how do I fix it?"

Please see the "Who to Contact" section on [page 12](#) for current central department staff who can assist you with making the following changes.

Changes to:

- Budget: to adjust budget amounts, contact your budget analyst to create a budget transfer.
- Encumbrances: to change an encumbrance (e.g., a purchase order), contact the purchasing department.
- Expenditures: to move an expenditure that has already occurred, please contact [Le Tan](#) in

Accounting. This process is often called a "Journal Voucher" (JV) or "Expenditure Transfer".

Additional information on initiating budget or expenditure corrections can be found on the MySPS "[Budget Office](#)" webpage under Training and Tools, Specific Topics: Budget Bites (No. 6, "How to Correct Issues Found on Reports").

### **End of the Fiscal Year Issues**

The end of the district's fiscal year is August 31. Late August and through September is an important time to be monitoring school budgets for any errors or outstanding expenditures. Any errors or expenditures could negatively impact your school's next year budget and those errors or expenditures can only be adjusted/corrected before Accounting closes the fiscal year in early October. Make a plan to sit down to carefully review the prior year's budget in late May or June, and again in August or the first weeks of September.

# WHO TO CONTACT – FINANCE & HUMAN RESOURCES

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Please use your Outlook Address Book to find the most up-to-date contact information for the employee listed.

## **BUDGET OFFICE**

### **Director of Budget**

Linda Sebring

### **Manager of School Budgets**

Sara Bonneville

### **School Budget Analysts**

Danya Clevenger	Anthony Drew
Alex Januzzi	Sherry Johnson
Stella Vardanyan	Pat Roe

## **ACCOUNTING SERVICES**

### **Director of Accounting Services**

Amy Fleming

### **Accounting Manager**

Barry Tsoi

### **Accounting Supervisor**

Kenny Ching

### **Accounting Analyst**

(Journal Voucher Requests)

Le Tan

### **Accounts Payable Supervisor**

Soheila Bodaghi

### **Personal Service Contracts**

Melissa Nguyen

### **Associated Student Body (ASB)**

Karen Hardy

Patti Leverenz

### **Cash Receipting/Deposits**

Teresa Golden

## **PROCUREMENT/PURCHASING**

### **Contracts Manager**

Chris Riley

### **Purchasing Manager**

Craig Murphy

## **HUMAN RESOURCES**

### **Manager of Employment Services**

Peter Hawley (Interim)

Leslyn Jones-Petitt

Mike Simmons

### **School HR Business Partners**

Theresa Hale

Katherine Kleitsch

Zakiya Tyson

### **School HR Analysts**

Tracey Delgado

Susan Rauda

### **Stipends**

[stipends@seattleschools.org](mailto:stipends@seattleschools.org)

### **Hourly Hiring**

[hourlyhires@seattleschools.org](mailto:hourlyhires@seattleschools.org)

### **Substitutes**

Monica Menchaca

### **Classification and Compensation**

[hrcompensation@seattleschools.org](mailto:hrcompensation@seattleschools.org)

### **Other Questions and Assistance**

[hr@seattleschools.org](mailto:hr@seattleschools.org)

## **PAYROLL**

### **Payroll Manager**

Elana Reuben

### **Other Questions and Assistance**

[payroll@seattleschools.org](mailto:payroll@seattleschools.org)

## **PUBLISHING SERVICES (COPIERS)**

### **Publishing Services Manager**

Melinda Morrow

### **Questions, Price Quotes or Special Requests**

[publishing@seattleschools.org](mailto:publishing@seattleschools.org)

# WHO TO CONTACT – PROGRAMS & OPERATIONS

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Please use your Outlook Address Book to find the most up-to-date contact information for the employee listed.

## EXECUTIVE DIRECTOR OF SCHOOLS

### Executive Director of Schools P-12

Mike Starosky

### Directors of Schools P-12

Chris Carter                      Laura Davis-Brown

Jon Halfaker                      James Mercer

Michael McCarthy              Tim Moynihan

Anthony Ruby

## SCHOOL OPERATIONS

### Exec. Director of School Operations P-12

Marni Campbell

### Director of School Operations P-12

Tyler Hamilton

### WSS Waivers

[waivers@seattleschools.org](mailto:waivers@seattleschools.org)

## ENROLLMENT PLANNING

### Senior Enrollment and Planning Analysts

Jay Freistadt

Elaine Shafer

### Enrollment and Planning Analysts

E.R. Álvarez

Mary Perin

### General Enrollment Planning Inquiries

[enrollmentplanning@seattleschools.org](mailto:enrollmentplanning@seattleschools.org)

## CAREER & TECHNICAL EDUCATION

### Executive Director, College and Career Readiness

Caleb Perkins

### CTE Program Manager

Brian Day

## HEALTH SERVICES

### Manager, Health Services

Samara Hoag

### Assistant Managers

Rebekah Maldonado Nofziger

Stacy Harris

### Administrative Secretary

Charnjit Dhoot

### Office Specialist

Jamie Lee

### School Nurse Coordinator

Mariah Rosenblum

## SPECIAL EDUCATION

### Interim Executive Director of Special Education & Inclusion

Devin Gurley

### Director of Special Education, School Services

Mike Bylsma

### Interim Director of Special Education, Operations & Compliance

Ivory Stewart

### Senior Operations Analyst

Hilary Lott

### Student Support Services Supervisors

Behavior

Latricia Borner

Bridges & Voc. Ed

Rob Vander Stoep

Capital

Jenn Pelland

Compliance & ESAs

Roberto Figueroa

Private Schools

Robin Olney

Sensory Services

Ann Curry

Schools

Amanda McNaughton

Schools

Caitlin O'Shea

Schools

Chad Barnes

Schools

Glenna Luiten

Schools

Gordon Fowlds

Schools

Teresa Swanson

# WHO TO CONTACT – PROGRAMS & OPERATIONS

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Please use your Outlook Address Book to find the most up-to-date contact information for the employee listed.

## **MULTILINGUAL PROGRAMS**

### **Director of Multilingual Programs**

Michelle Ota

### **Multilingual Coaches**

Beth Roodhouse	Elizabeth Urmenita
Katherine Berg	Linda Kim
Malgorzata Stone	Nicole Shimizu
Teresa Boone	Teresa Wang

### **Data Analyst/Student Family Advocate**

Miguel Castro

### **Senior Administrative Assistant**

Jodie Fickett

### **Student and Family Advocate**

Kai Chan	Michael Chan
Narcita Eugenio	

### **Migrant Education**

Marbi Becerra

### **Translation and Interpretation Team**

Mahamoud Gaayte – Somali/Arabic  
Farhiya Omer – Somali  
Haile Wubneh – Amharic/Tigrigna  
Lanie Luu – Vietnamese

## **GRANTS OFFICE**

### **Director of Grants**

Michael Stone

### **Cost Analyst**

Min Yee

### **Grant Support Analyst**

Kek Ngy

### **Private School Federal Program Coordinator**

Marlene Meyers

### **Grants Senior Budget Technician**

Danielle Otey

## **LEARNING ASSISTANCE PROGRAM (LAP) AND TITLE I**

### **Title I-LAP Supervisor**

Pamela Faulkner

### **Consulting Teachers**

Andrew Olsen  
Brenda Ball-Cuthbertson  
Tin (Christina) Cartwright  
Tina (Augustine) Kim

## **OTHER DEPT. CONTACTS**

### **PreK-12 Physical Education and Health Literacy Program Manager**

Lori Dunn

### **Visual & Performing Arts Manager**

Gail Sehlhorst

### **Department of Racial Equity Advancement – School Racial Equity Teams**

Nichole Coates

## B. SCHOOL FUNDING

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### **IN THIS SECTION:**

- Weighted Staffing Standards (WSS) Model
- Adjustments to WSS Allocations
- Waiver Process for the Weighted Staffing Standards
- WSS Discretionary Allocations
- Budgeting for Non-Staff Items
- Prior Year Carryforward



# WEIGHTED STAFFING STANDARDS (WSS) MODEL

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The Weighted Staffing Standards (WSS) model is usually reviewed each year by a committee of principals and central office leaders to provide each school with a staffing allocation designed to meet staff to student ratio requirements for Basic Education, Multilingual, and Special Education programs. In addition, the WSS model includes discretionary funding that allows each school to customize their budget to meet their unique needs. These discretionary dollars can be used for additional staffing, supplies and services, curriculum, and professional development.

Details of the WSS model for 2023-24 are included in the 2023-24 Schools' Funding Allocations document ("Purple Book"), available in late February on the [Budget Office web page](#).

## ALLOCATIONS BASED ON ENROLLMENT

The district allocates staffing and discretionary budget to schools based on the number of students and student characteristics that are projected to be enrolled. There are three basic measurements of enrollment:

- Headcount – a count of the number of enrolled students in a school, generally done the first school day of each month, where each student is counted as "1".
- Full Time Equivalent (FTE) – a count of the number of enrolled students in a school, generally done the first school day of each month, with the proportionate amount of time the student is enrolled in a course of study in comparison to the state mandated annual instructional hours for full time equivalency. A student enrolled for only part of the day is only a partial FTE, counted less than "1".
- Annual Average FTE (AAFTE) – a 10-month average of FTE reported September through June. For example, a student who attended school full time September through April (8 months) but was withdrawn for May and June is counted as 0.8 AAFTE. The state funds schools and districts based on AAFTE, not headcount.

Schools receive an estimate of their **October headcount** for the upcoming school year in February. School budget allocations are based on a calculation of AAFTE (Annual Average Full Time Enrollment) for the upcoming school year based on the estimated October headcount. Elementary grades AAFTE is estimated at their projected October headcount, and secondary grades estimated AAFTE is based on prior year(s) data for each individual school. For a more complete discussion of enrollment and how each school's unique characteristics affect its funding, refer to the "School Budgets" section of the [22-23 Seattle Public Schools Adopted Budget](#), located on the district Budget Office webpage.

## Running Start Enrollment

Part-time Running Start students are counted as 1.0 for headcount at their high school of record. Their FTE is measured and reported to the state based on their proportionate time enrolled in basic education at their high school (seat time in school-based classes) and their FTE enrollment in Running Start courses elsewhere. For example, a student enrolled full time at their high school September through January (0.5) and then February through June half-time at their school (0.25) and half-time in Running Start at a local college (0.25) would be 0.75 AAFTE for the school and 0.25 AAFTE for Running

Start. Students may be enrolled at more than 1.0 FTE between their high school and Running Start and can be counted as up to 1.2 FTE combined enrollment.

Full-time Running Start students who take no classes at their high school of record are not included in the headcount at that school for purposes of estimating enrollment for the coming year.

### **AAFTE to Allocate General Education Teachers**

Staff is allocated as FTE, in this case referring to Full Time Equivalent staffing units. Staffing units are calculated based on the estimated student AAFTE (Annual Average Full Time Enrollment) as projected by the enrollment planning department. In the event the model results in partial FTE staff allocations the following adjustments are made:

- For elementary schools, teacher allocations are rounded up to the next highest 1.0 FTE for the base K-5 classroom teachers, and to the next highest 0.50 FTE for Preparation-Conference-Planning (PCP) teachers.
- For middle and high school, the combined total of grade-level teachers and PCP teachers is rounded-up to the next highest 0.20 FTE.
- K-8 schools generally follow the elementary model for rounding.

Additionally, the district adjusts the projected AAFTE for secondary schools by estimating the amount of time that students spend in contact with teachers for specialized programs such as Special Education or Multilingual programs. This adjusted AAFTE is used to calculate the number of teachers needed to provide basic education instruction.

## **WSS STAFFING ALLOCATIONS**

### **K-3 Teacher Allocations**

The K-3 staff allocations are provided to reduce K-3 certificated student-to-staff ratios with a focus on additional resources for higher poverty schools above lower poverty schools.

The district allocates staff for grades K-3 at a level that meets the state's class-size compliance requirement for maximum funding. To maintain compliance with funding requirements, the K-3 staff allocation must only be used for the following positions:

- K-3 homeroom teacher
- K-3 academic intervention teacher (i.e., reading and/or math)
- Other K-3 teacher (e.g., music, art, physical education, other PCP)

The K-3 staff allocation cannot be used for:

- Classified staff (of any type)
- Classroom or other teachers for grades other than K-3
- Counselors/certificated social workers or other certificated staff

Teacher WSS allocations should be used to staff classroom teachers and related PCP. Grants and other funding sources should not be used for classroom teachers, unless it is to reduce class size further than the WSS allocation would provide, to avoid supplanting.

## Preparation-Conference-Planning Teachers

Preparation-Conference-Planning (PCP) time is part of the WSS model. Guidance on the use of PCP allocations in the elementary grades can be found on [page 32](#) of these instructions.

## Non-Instructional Staff

The WSS model provides allocations for principals, assistant principals, librarians, counselors, and other certificated staff, as well as classified office personnel. Please find more detail about these and other allocations in the 2023-24 Schools' Funding Allocations document. Some non-instructional allocations are allocated based on a school's enrollment, type, or level. This can include:

- House Administrator - 1.0 FTE is allocated to very large middle schools only.
- Academic Intervention Specialist - 1.0 FTE is allocated to each comprehensive high school.
- Activity Coordinator - 1.0 FTE is allocated to each comprehensive high school, to be used for the purpose of activity coordination; no part of this FTE should be diverted to instructional or other administrative positions.
- Elementary Social Worker – this allocation is intended to provide schools with behavioral and social emotional learning support, and Social Worker staff should be prioritized. Schools intending to staff Counselors should review the waiver section on [page 22](#).

## Special Education and Multilingual Education

The WSS model provides allocations for special education teachers, special education instructional assistants, and multilingual education teachers. For more information specific to these programs refer to the special education section on [page 50](#), the multilingual section on [page 48](#), or the 2023-24 Schools' Funding Allocations.

## Making Changes to WSS Allocated Staff

After reviewing the staffing allocations alongside their specific school priorities, some schools may want to alter one or more of the allocated positions to better fit the programs at the school. Schools must follow the waiver process if they wish to convert a specific WSS allocated position for a different position. See the section on the "Weighted Staffing Standards Waiver Process" on [page 22](#) for more information on requesting a waiver to convert WSS allocated positions.

## NON-STAFF ALLOCATIONS

The following are allocations distributed through the WSS not in the form of FTE, though some of the funding may be used to support additional staffing. There may be additional funding unique to certain schools. To find the complete funding allocation for a particular school, please see the 2023-24 Schools' Funding Allocations book.

### Discretionary (Non-staff) Allocations

In addition to staffing, the WSS model provides enrollment-driven discretionary funding that allows each school to customize the budget for their unique needs. Discretionary budget may also be referred to as "non-staff," though it can be used for additional staffing and personnel-related expenditures. "WSS Discretionary Allocations" on [page 25](#) contains more detail on the use of discretionary funding.

There are two discretionary allocations:

- The per-pupil base allocation, which is applied to the projected AAFTE for the whole school, and

- The equity dollar allocation, which is based on the number of students enrolled in the free or reduced-price lunch (FRL) program as of January 2023 at each school.

The district separates some of the base allocation discretionary budget for required library materials set-aside and estimated copier/printer costs, but otherwise schools are responsible for planning the budget for their discretionary allocations.

### **Building Leadership Team (BLT) Stipend**

This SEA contractually-based stipend is pre-populated in each school's budget at its estimated total for the 2023-24 school year.

### **Elementary Discretionary Stipend**

The current SEA Certificated Collective Bargaining Agreement ([CBA](#)) stipulates that \$2,000 be allocated for stipends to each elementary school beyond the stipends listed in appendix E of the CBA (Article IV, Section G). This is pre-populated.

### **SAEOP Peak Load Extra Time**

The current SEA SAEOP CBA stipulates that \$4,000 be allocated to all schools to be used, based upon input by impacted building SAEOPs, to address peak load extra help, extra days, or overtime that is pre-approved by the principal (Article IV, Section C).

### **Additional Administrative Funding**

Head Start: buildings with a resident Head Start program receive additional funding in recognition of the non-instructional staff responsibilities related to the program.

Preschool Special Education: buildings with preschool special education programs will receive additional discretionary dollars equivalent to the value of a 0.50 FTE elementary assistant. This funding is not restricted to use in the preschool special education program. Instead, they are intended to recognize the extra workload for the school and may be used for any program.

## **OTHER RESOURCES**

### **Title I and Learning Assistance Program (LAP) Allocations**

Title I and LAP funding is allocated at the same time as WSS allocations and is included in the school allocation pages. To budget for a position using Title I or LAP allocations, and for more information on allowable expenditures, see Title I, Part A on [page 70](#), and LAP and High Poverty LAP on [page 67](#).

### **Centrally Allocated Staff**

Certain positions may be located at the school but budgeted and managed centrally. These positions are assigned to schools based on need and may include nurses, additional multilingual education staff, occupational and physical therapists, speech and language specialists, audiologists, psychologists, instrumental music teachers, and family support workers.

In some cases, schools may wish to use their discretionary funding to increase their centrally funded staffing. Please see "Guidelines for Budgeting for Additional Staff" section on [page 30](#) for more information.

# ADJUSTMENTS TO WSS ALLOCATIONS

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Staffing allocations are provided to schools at the end of February through the Weighted Staffing Standards (WSS) model as discussed in the prior section.

Adjustments to teacher allocations may occur in June or in the Fall in response to enrollment shifts. Adjustments to non-teaching positions allocated in February are not typically done.

## **JUNE ADJUSTMENT PROCESS**

In June, teacher allocations are reviewed based on revised enrollment projections developed by the Enrollment Planning department. They review projections of both anticipated October 1 student headcounts and Annual Average Full Time Enrollment (AAFTE). If both district-wide and school-based enrollment appear to align closely with the original February projections, the June staffing adjustment process may be cancelled.

If there appear to be significant changes to district-wide or individual school projected enrollment, district leaders may make teacher allocation adjustments. Leaders will apply the revised enrollment projection to the WSS teacher allocation model, and review schools for whom the model results in a gain or loss of two or more teachers as compared to their February allocation. Staffing for Special Education and Multilingual Education are also reviewed at this time by the leaders in those departments.

Final decisions on staffing changes may be deferred to the Start of School Adjustments, as June calculations are still based on projections that do not precisely reflect actual enrollment by school at the start of the school year.

## **START OF SCHOOL ADJUSTMENTS**

Once school has started, Enrollment Planning takes actual September student attendance to compare with the enrollment projections from February and June. Leaders will apply the revised enrollment to the WSS teacher allocation model, and review schools for whom the model results in a gain or loss of two or more teachers as compared to their February allocation, along with any adjustments from June. To prevent district-wide disruptions and maintain fiscal alignment with total student enrollment, only teacher allocations are reviewed for adjustment. Other school-based allocations (Assistant Principal, Office Assistants, etc.) are not adjusted at this time.

Physical counts from elementary schools of how many students have attended class each day are very important to this process. For secondary schools, PowerSchool records must be accurate, with any students that have not physically attended removed by the school to ensure accurate data. Delays in getting counts or incomplete data can result in difficulties determining actual student enrollment by school and districtwide to use for adjustment decisions. The earlier the timeframe for the review, the sooner classroom teacher allocations can be balanced between buildings with lower- or higher-than projected enrollment.

The Special Education and Multilingual Education departments also adjust staffing at schools near the beginning of the school year, based on the current and projected enrollment for each service model at each school.

## **OTHER ADJUSTMENTS DURING THE SCHOOL YEAR**

Staffing adjustments outside of the June and start of school processes typically only involve Special Education staffing unless a previously unforeseen issue occurs. As an example, a natural disaster or other world event that results in a large influx of new students into one or more schools might create an out-of-cycle adjustment to school general education staffing.

# WAIVER PROCESS FOR WSS ALLOCATIONS

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A waiver is defined as permission to adjust staffing at a school as allocated by the Weighted Staffing Standards (WSS) model or in a manner outside the existing collective bargaining agreements (CBAs) with Seattle Education Association (SEA). Waivers are not used to request additional staff over a school’s initial allocation. Please read these instructions carefully and ensure the required form(s) are filled out accurately. Incomplete forms (e.g., missing specific contract language for SEA waivers) may delay waiver decisions or result in requests being denied.

There are two types of waiver requests – WSS and SEA:

Type	Purpose	Forms Required
WSS	Any request to convert WSS funding for a position from the allocated commitment item to another to meet a school’s unique needs that are not governed by existing agreements with SEA.	WSS form only
SEA	Convert WSS funding for any SEA-represented position that requires a specific provision of the collective bargaining agreement to be waived.	WSS <b>and</b> SEA forms, and SAEOP plan as needed

Changes in existing Seattle Association of Educational Office Personnel (SAEOP) represented office staff configurations will also require the school submit a SAEOP Office Staffing Plan. See the “SAEOP Office Staffing Plan” section on [page 41](#) for more details.

Schools must continue to develop budgets based on their original allocation unless their waiver request is approved.

## WAIVER REQUIREMENTS

Approved WSS waivers are only valid for one school year. An approved waiver is required to change the funding for any WSS allocated position for another position, as defined by the commitment item or job code.

If a principal is unsure whether a desired change requires a waiver, please consult your director of schools for guidance.

The following exceptions do not require a WSS waiver so long as class size requirements are met, the change does not result in a class-size overage, and the change complies with the K-3 allocation guidelines on [page 17](#):

- Conversion between an Elementary and a Kindergarten Teacher,
- Conversion of a general education teacher to a CTE teacher at a secondary school,
- Conversion of 0.2 FTE of a general education, secondary school teacher to supplemental, compensation (see “Partial FTE Allocations at Secondary” on [page 36](#) for details).

## SOCIAL WORKER

Elementary social worker allocation should be used to staff a Social Worker. If schools intend to use this allocation for a Counselor, they must submit a WSS waiver form and documented plan to the Associate Superintendent that demonstrates how the Counselor will provide behavioral and social emotional support for students.

Secondary Social Workers cannot be waived for Counselor FTE.

## CRITERIA FOR ALL WAIVERS

The conversion of any position must cover the full cost (including benefits) of the new position, either through the conversion itself or in combination with discretionary dollars. Excess funding resulting from conversions that cost less than the original allocation will be returned to the school as non-staff budget.

In reviewing each waiver request, the following criteria will be considered:

- Intent of the proposed waiver request,
- Alignment to the district's strategic plan and building CSIP,
- Impact to students if request is approved,
- Contingency plan if request is NOT approved,
- Cost impact of waiver request (i.e., is the request budget neutral?),
- Other supporting evidence for or against the request as appropriate.

SEA waivers may be approved for up to three years; WSS waivers are valid for one year only. If applying to renew a WSS waiver that included a 3-year SEA approval, please include a copy of the approved SEA waiver with your submission.

### SEA Waivers

A SEA waiver is only required for a change involving a specific provision of the collective bargaining agreement. SEA waiver requests will be granted only if both the school district and the SEA agree.

Below is the excerpt from [SEA CBA 2022-2025](#) governing waivers:

#### **Article I: Purpose, Recognition and Terms of Agreements, Section F: Contract Waivers**

Waiver proposals must be developed with knowledge and opportunity for participation of all SEA-represented employees and administrators assigned to the building/program submitting the proposal.

1. The requests must be for the purpose of implementing strategies for increasing academic achievement and tied to the building's/program's CSIP.
2. The requests must include: (See Appendix R SEA/SPS Contract Waiver Request Form)
  - a. Reference to the specific provisions of the Agreement requested to be waived;
  - b. Evidence of both employee and administrator participation in the decision-making process leading up to the request (2/3 of the SEA-represented staff must vote to support the request);
  - c. Rationale for the waiver: Specifically, how will the waiver assist in increasing academic achievement, how will the building or program staff evaluate the effectiveness of the change and how will any negative impact on SEA members or other effected staff be mitigated or addressed;
  - d. Duration of Waiver: Waiver requests may be for up to three years. Schools must review the waiver



each year, and if the SEA-represented staff determine they wish to continue the waiver, they will notify the SEA and Regional Executive Director. If the SEA-represented staff wishes to modify or extend the waiver beyond the duration originally approved, they must submit a new application. Any request or documentation will be forwarded to the Assistant Superintendent for Human Resources.

- e. Costs (if applicable);
- f. Effect of waiver on other areas of the Agreement, other bargaining units' contracts, or other programs/buildings;
- g. After the building has conducted its process, the Waiver Request Form must be signed by the SEA representative and the building principal.

## Voting Requirements for SEA Waivers

To make a staffing conversion for positions governed by the SEA CBA, schools must have support from their SEA membership. SEA leadership requires that at least two-thirds of the total SEA-represented building staff vote to approve the request prior to submission. Voting results must be included on the SEA waiver request form.

## SUBMISSION PROCESS

For a request to be processed before budgets are finalized in the budget arenas, schools must complete the appropriate waiver request form(s) by the deadline below. Forms are available on the MySPS Budget Office webpage under "Budget Forms". Incomplete requests may be returned to the requestor for more information or clarification.

**Please submit complete and appropriate form(s) including supporting documents via email to [waivers@seattleschools.org](mailto:waivers@seattleschools.org). Include your school's budget analyst, HR business partner, and school director on the email.** The school district will forward all requests needing SEA review to their leadership team. Please do not submit such requests separately to SEA.

## Process Timeline

- March 3, 2023 – All waiver requests must be submitted by 6:00pm.
- March 6-17, 2023 – The principal, school director, budget analyst and HR business partner will be jointly notified about the waiver approval status by email.
- After March 3rd no waivers will be accepted for consideration until 2024-25 budget development.

# WSS DISCRETIONARY ALLOCATIONS

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## WSS PER-PUPIL BASE ALLOCATION

Per-pupil discretionary (non-staff) allocations support school operations with supplies, contracts, library materials, extra time and overtime for staff, stipends, professional development, and facility services. Schools may also use their discretionary allocations to fund additional staff. This can include teachers, counselors, nurses, office staff or other non-instructional staff. Per-pupil discretionary allocations for each school type are reflected in the 2023-24 Schools' Funding Allocations document referenced in the section "Weighted Staffing Standards Model" on [page 16](#).

The WSS per-pupil base allocation is budgeted in the school's "A" sub-org cost centers. 80% of a schools' base allocation is distributed in the spring budget development season based on anticipated student enrollment. The remaining 20% is allocated to schools in late October and is based on actual school enrollment. Prior year school budget carryforward dollars are also provided in late October.

## WSS EQUITY DOLLARS ALLOCATION

The Equity Dollars allocation supports schools to address gaps in educational opportunity for students. The amount allocated is based on student participation in the free or reduced-price lunch (FRL) program as of January of the prior school year, similar to how Title 1 is allocated. To track how these dollars are used, and to evaluate the effectiveness of these strategies, Equity Dollars are budgeted in the schools' sub-org "F" cost centers.

### Equity Dollar Spending Priorities

Equity Dollars should be used for additional positions or staff time to support students farthest from educational justice. These positions should be directly connected to the building's CSIP and Racial Equity Action plans as determined through the BLT budgeting process. Funds left over that cannot fund positions may be used to purchase books, intervention materials, etc.

When budgeting and using this allocated funding, please keep in mind that these dollars are intended for the following purposes:

- Support efforts in eliminating opportunity gaps,
- Support for students who are not meeting standards,
- Prevention as well as intervention, keeping in mind that student supports are defined broadly (social and emotional support, as well as academic support),
- Encourage schools to be strategic and focused as they create innovative solutions for struggling students.

# BUDGETING FOR NON-STAFF ITEMS

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To help determine how much to set aside for each non-staff commitment item in your budget, you can review last year's spending. If the previous year is not a good indicator for certain items, your budget analyst can help identify multiple-year averages or trends.

## PRE-POPULATED BUDGET ITEMS

The following items are pre-populated in your budget when you receive your allocation. Please see the WSS model section of this book on page 16 for more information.

- Building Leadership Team (BLT) stipend
- Stipend pool (\$2,000 in elementary schools)
- SAEOP peak load overtime
- School copier/printer expenses
- Special education materials, IEP compliance stipends, and supply budget for therapists
- Multilingual materials and extra time for translations

## COMMONLY OVERLOOKED NON-STAFF ITEMS

**Stipends:** Budget for all planned stipends beyond the BLT, RET, and BST. Stipend amounts are determined by the Seattle Education Association (SEA) Collective Bargaining Agreements (CBAs).

**Extra time for part time staff:** Part time staff are paid extra time from the building's budget when you expect them to attend all day staff training or meetings. Please see the "Per Diem, Extra Time, Hourly Positions and Release Days" section on [page 87](#) for more information.

**District transfers:** The following costs are important to budget for as the related central departments plan their year based on what schools' set aside in these commitment items:

- **Publishing:** You can add to the pre-populated amount in the "District Printing" commitment item (0510) to budget for special jobs you plan to order from the publishing office.
- **Catering:** Budget for food ordered from the district's nutrition services department in the "District Supplies/Equipment DT" commitment item (0590).
- **Maintenance:** Budget for maintenance work orders from the district's facilities department in the "District Services DT" commitment item (0710).
- **Transportation:** Budget for transportation arranged through the district in the commitment item "Transportation – District (DT)" (0702).

**Mobile Phone:** If a PASS member chooses to use their personal cellphone, \$600 plus \$110 in payroll taxes needs to be budgeted from school discretionary allocation to cover the cost of the cell phone allowance in cost center \_A0123010 commitment item 2072. Schools that use district cell phones should budget for that cost in commitment item 7530. Schools will be provided an additional \$30 per month (\$360) for each cell phone. This budget addition will be done in late November, after HRIS provides a listing off all PASS members that are receiving a cell phone allowance.

# PRIOR YEAR CARRYFORWARD

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The Weighted Staffing Standards (WSS) model is designed to provide each school with the resources required to administer programs during that school year. Staff and discretionary allocations are intended to be used in the school year in which they are provided. Schools are strongly encouraged to closely manage their budgets to use all their annual resources, without overspending.

In general, schools that end the fiscal year with budget left in their WSS per-pupil discretionary allocations, self-help budgets, or substitute reimbursement budget are allowed to carry the unused portion of that budget forward to the following year. Any negative balances will also carry forward, reducing budget available in the following year. This is a year-by-year decision and carryforward of these budgets is not a guarantee.

If carryforward is granted to schools, each schools' carryforward balance will be reduced by the amount of above-model funding (mitigations or above-model funding) they may have received for that year.

Schools are responsible for reviewing their budgets and requesting any adjustments before accounting closes the year, prior to calculation of final carryforward amounts in October. Principals should review their budgets on a periodic basis but no later than the end of the school year (August). Any errors found after carryforward is distributed cannot be corrected.

## CARRYFORWARD PROCESS & TIMELINE

The district's fiscal year ends on August 31. If schools intend to use remaining balances to purchase supplies needed for the start of school, they must order and **receive** their orders on or before August 31<sup>st</sup> or wait to place their order after the carryforward process is completed at the end of October.

### September

Schools that have a positive balance in their general self-help budget generally receive 50% of the unexpended budget by the start of school. Budget will be added to the current year under commitment item 5990, Supply Reserve. No advance on carryforward will be added if any of the school's other budgets are overspent.

### Mid-October

Accounting completes processing all transactions for the previous school year in mid-October. Then, each school is reviewed to determine any positive or negative balances for WSS, self-help, and sub-reimbursement budgets.

### End of October

After Accounting submits an annual financial report to the state, final carryforward is calculated for each school. In general, positive balances from WSS baseline, self-help, and sub-reimbursement are added to current year school budgets; negative balances are subtracted from current year school budgets. Funds will be added or subtracted from the same cost center and coded to the supply reserve commitment item, 5990.

## **ADVANCE CARRYFORWARD**

### **WSS Per-Pupil and Equity Dollar Allocations – No**

No advance carryforward will be available to schools during the 2023-24 budget development process.

### **Self-Help – No**

Self-help funds cannot be used for staffing and cannot be advanced for use in the next year's budget development. No advance carryforward of Self-Help will be available for schools' non-staff budgeting during the 2023-24 budget development process.

### **Sub-Reimbursement – Not Allowed**

Sub-Reimbursement funds cannot be used for staffing and cannot be advanced for use in the next year's budget development. Unspent funds in this budget will carry over for the school after year-end in October.

### **Grants – Yes, with Limits**

Principals are responsible for making sure all grant funding, including parent teacher association (PTA/PTSA) grants, are expended within the approved grant period. If funding is to be carried forward, the program manager should provide the reason(s) for this request and submit the request to the Director of Grants, who will contact the appropriate funding agency for approval.

Unspent current year Title I and LAP grant funds cannot be advanced. See the grants section for more information.

Unspent City of Seattle Families, Education, Preschool, and Promise (FEPP) Levy Performance Pay will be carried forward without submitting a request. These funds are available for advanced staffing. For more information, please see the discussion of allowable FEPP expenditures on [page 75](#).

## C. BUDGETING STAFF

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### **IN THIS SECTION:**

- Guidelines for Budgeting Additional Staff
- Preparation-Conference-Planning Allocation for Elementary & K-8 Schools
- Budgeting for SEBB Medical Coverage
- Partial FTE Allocations at Secondary Schools
- Labor Relations Guidelines
- Seattle Association of Educational Office Personnel Office Staffing Plan
- Process for Resolution of Stakeholder Concerns

# GUIDELINES FOR BUDGETING ADDITIONAL STAFF

Schools may budget additional staff to supplement their allocations from the Weighted Staffing Standards (WSS). There are different procedures when budgeting for positions using WSS per-pupil allocations compared to the use of other discretionary funding sources such as grants. Schools should refer to the "Grants" section on [page 60](#) for more information on allowable grant expenditures, and [page 25](#), "WSS Discretionary Allocations," for criteria to prioritize use of equity dollars.

## ESTIMATING POSITION COST: AVERAGE VS ACTUAL

### Average Cost

Positions funded by WSS per-pupil allocations (base allocation or equity dollars) should be budgeted at the calculated average salary for the position. To determine the average cost of commonly used positions, see "Average School Position Costs" on [page 81](#).

### Actual Cost

Positions funded by LAP, Title I, and other grants should be budgeted using the actual cost of the individual employee who will fill the position. Schools should work with their budget analyst and refer to the following tips when estimating the actual cost:

- Schools need to budget actual salary, pension, payroll taxes, medical benefits, sick leave substitute costs, and all applicable stipends. To determine the total estimated cost, please see the "Pension, Payroll Taxes, and Medical Benefits" quick reference document on [page 84](#) and work with your budget analyst.
- The school is responsible for finding additional resources to make up the difference when grants do not cover full position costs or program expenses.
- If the staff member is unknown for a new position, use the average cost provided in "Average School Position Costs" on [page 81](#). The budget will need to be adjusted once the actual salary is known.

### EXAMPLE: Estimated Actual vs Average Cost of Elementary Teacher

	Estimated Actual Cost (2023-24 Grade 200, Step 5)	Estimated Actual Cost (2023-24 Grade 800, Step 15)	Average Elem Teacher Cost 2023-24
Base Pay	\$62,719	\$107,173	<b>\$149,608</b>
Contractual Days	\$1,742	\$2,977	
Tech Days	\$1,394	\$2,382	
Responsibility/Incentive	\$9,462	\$16,188	
Pension & Payroll Taxes	\$20,380	\$34,832	
Medical	\$13,260	\$13,260	
Sick Leave Subs Reserve	\$2,243	\$2,243	
<b>Total</b>	<b>\$111,200</b>	<b>\$179,416</b>	

## WSS PER-PUPIL ALLOCATIONS FOR STAFFING NOTES

### SAEOP Staffing

When using WSS per-pupil allocations schools must budget classified positions in increments of 0.50 FTE to align with the Seattle Association of Educational Office Professionals (SAEOP) Collective Bargaining Agreement (CBA). Please refer to the contract for further information or work with your Human Resources business partner.

### Discretionary Staffing Changes

There may be instances where a school uses their per-pupil allocations to increase staffing, then later wishes to change the funding source. This might happen if the school acquires a grant or another source of funding for the position. Also, in cases where the school cannot fill the budgeted position, funding may be redirected to other planned uses. Requests for conversion of unused full-time equivalency (FTE) from per-pupil allocations should be made to the budget analyst no later than **November 15, 2023**. The amount to be converted will be dependent on the amount of time the position was unfilled by a staff person or substitute.

Due to state minimum funding requirements, schools may not use discretionary resources to increase the FTE for Special Education or multilingual positions. Please work with your budget analyst and HR business partner for strategies to budget any partial FTE allocations.

## RULES FOR BUDGETING POSITIONS WITH GRANTS

To budget for a position using Title I or LAP, and for more information on allowable expenditures, see

- Title I, Part A Overview on [page 70](#)
- LAP and High Poverty LAP Overview on [page 67](#)
- City of Seattle FEPP Levy section on [page 75](#)

To budget for a position using a new grant or donations please use the grant application process found in "Grant Process and General Guidelines" on [page 61](#).

## CENTRAL DEPARTMENT BUDGETS

During the budget development process schools must identify the central service positions they plan to fund in the coming fiscal year. Central departments may not be able to accommodate requests that occur after budget development. Work with the appropriate manager to determine staffing needs.

More information on common positions that schools may choose to fund:

- Nurses – "Health Services Program" on [page 53](#),
- Elementary Instructional Music Teachers – "Elementary Instrumental Music Program" on [page 58](#).



# PREPARATION-CONFERENCE-PLANNING ALLOCATION FOR ELEMENTARY & K-8 SCHOOLS

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The Weighted Staffing Standards (WSS) Preparation-Conference-Planning (PCP) allocations provide the minimum number of PCP minutes for teachers in Article IX, Section C of the collective bargaining agreement. If schools already meet physical education (PE) mandated minutes and offer music AND visual arts courses, any remaining PCP allocations can be used for other positions that provide PCP minutes. Job codes eligible for PCP allocations have the first two digits "23", such as teachers, PCP specialists, and academic intervention specialists.

- Required State mandated minutes in physical education: 100 per week for grades 1-8
- Recommended minutes in music: 60 per week
- Recommended minutes in visual art: 60 per week

SPS research shows that for students to meet standard in music and visual arts they need a minimum of 60 minutes.

When hiring **new** PCP teachers for elementary and K-8 schools PCP allocations must be used for PE, music, or visual arts, and not for positions providing reading/math intervention, technology, or world languages. This provides students access to Washington State Basic Education requirements for core academic subjects. If there is a WSS PCP **reduction** and displacement is necessary the school must make retaining PE, music, and visual arts teachers its priority. Teachers not in these categories are the first to be released.

## Example for PCP Add:

In the previous year, a school was allocated 2.0 PCP. In the current year, due to increased enrollment, the school is getting an additional 0.50 FTE. The school currently staffs 1.0 physical education and 1.0 visual arts FTE. The school should hire a music teacher.

## Example for PCP Staff Transition:

A school is allocated 3.0 PCP. A 1.0 Spanish teacher is leaving, and the two remaining PCP teachers are 1.0 physical education and 1.0 music. The school should hire a visual art teacher using the vacated 1.0.

## Example for PCP Reduction:

In the previous year a school was allocated 2.0 PCP. In the current year, due to staff reductions, the new allocation is 1.50 PCP. The school had 1.0 FTE physical education, 0.50 FTE Spanish, and 0.50 FTE music. The Spanish teacher must be displaced.

If a school would like assistance with their PCP scheduling, or has questions about their PE, music, and/or visual arts minutes, they can contact:

- Lori Dunn, PreK-12 Physical Education and Health Literacy Program Manager
- Gail Sehlhorst, Visual & Performing Arts Program Manager

# BUDGETING FOR MEDICAL BENEFITS

Beginning in 2020 all school district health benefits are administered by the statewide School Employees Benefits Board (SEBB). The transition to SEBB increased the total number of employees eligible for full medical benefits, and has a financial impact on job-sharing assignments, grant funded positions, and other employees staffed part-time.

## PLANNING FOR ADDITIONAL MEDICAL COSTS

Employees anticipated to work 630 hours or more during the school year, or who have worked 630 hours or more in the previous two years, will be provided full medical benefits. The district is required to pay for the benefit even if employees opt out of insurance coverage.

### Full-time and Partial FTE

The table at the right shows examples of different annual working days by the full-time equivalent (FTE) level staffed. The shaded gray area shows when the total annual working hours crosses 630 at the corresponding FTE level. However, eligibility is based on total hours worked and not on FTE. For example, 180-day 0.4 FTE staff could become eligible for medical coverage if they accrue extra contract days or hours worked.

FTE	Annual Working Days			
	180	203	222	260
1.00	1,260	1,624	1,776	2,080
0.90	1,134	1,462	1,598	1,872
0.80	1,008	1,299	1,421	1,664
0.70	882	1,137	1,243	1,456
0.60	756	974	1,066	1,248
0.50	630	812	888	1,040
0.40	504	650	710	832
0.35	441	568	622	728
0.30	378	487	533	624
0.20	252	325	355	416
0.10	126	162	178	208

Note: Shaded area is estimated FTE at 630-hour threshold

### Hourly Staffing

Employees working in hourly positions may become eligible depending on their total working time during the school year across all positions they may hold within the district. If schools are not planning to fund medical benefits for an hourly employee, they should plan the hourly schedule carefully to stay under 630 hours.

A good planning rule may be no more than 15 hours per week for school-year positions and 11 hours per week for full-year hourly staff, however it depends on how many weeks the person works. It is important to know if the hourly employee has any other position in the district so that the school can plan time accordingly. Each position will be required to fund a portion of the medical costs should the person work over 630 hours, no matter which funding source pushed the employee over the eligibility threshold.

### Benefits Eligibility Based on a Two-Year Lookback

An employee may become eligible for medical benefits due to the Two-Year Lookback rule according to state law, regardless of work hours expected in the current year. A school employee is presumed eligible if they:

- (a) Worked at least 630 hours in each of prior two school years; and

(b) Are returning to the same type of position (teacher, paraeducator, food service worker, custodian, athletic coach, playground supervision, etc.) or combination of positions with the district.

For further questions on staff eligibility, please contact the Classification & Compensation office.

## **HOW DOES THE DISTRICT EXPECT SCHOOLS TO WORK WITH THE NEW RULES?**

To ensure the district directs the highest level of funding toward student services, and protects school resources, we are asking schools to review and potentially modify their staffing to limit cost increases based on this rule. This will affect job sharing, hourly work schedules, and some combinations of positions that shift non-medical eligible jobs to medical eligible.

### **Hourly Staffing**

As noted above, any staff who are expected to work 630 hours or more will become eligible for full medical benefits. Programs should plan to budget for medical costs or adjust hourly schedules to minimize unanticipated costs. You can contact HR to request information about an hourly employee's accumulated working time.

### **Concurrent Employment**

Employees who work fractions of jobs across multiple functions may or may not create a funding requirement for the medical benefit rule. If an employee's FTE, either within the school, across the school and central departments, or across multiple schools, results in the person working 630 hours or more the medical cost is pro-rated across all the funding sources.

### **Job Sharing**

A job-sharing assignment is the shared performance of the duties of one full-time, regular position by two employees. School Board Policy 5222 Job Sharing, states "It is the policy of the Seattle School Board to permit employee job sharing, provided that in no case should the cost to the District of a shared position be greater than the cost of a regular position."

Prior to the current medical benefit rules, staff could share a position as 0.50 FTE for one person and 0.50 FTE for another. The medical cost was prorated so each person received half of the medical funding. Based on the current rules they would both receive 1.0 medical funding, which makes this staffing approach no longer available to employees.

One option to resolve this would be to ask if one employee would like to increase their share of the position to 0.60 FTE (full medical benefits) and the other person reduce their work to 0.40 FTE (no medical benefits). Per the Superintendent's Procedure, the principal or manager has the final authority to approve or deny a job share.

### **Weighted Staffing Standards (WSS) Positions Below Full Time**

Some positions may be provided to schools for less than 1.0 FTE such as nursing, librarian, and special education. The allocation is assumed to carry the proportionate medical benefit (e.g., 0.2 FTE with 0.2 medical). If the position is modified by the school so that the proportionate medical benefit for the WSS allocation is increased (e.g., the 0.2 FTE responsible for 0.4 medical), the school will be responsible for

covering the difference.

Preparation-Conference-Planning (PCP) FTE is allocated in increments of 0.5. If a school must split a 1.0 PCP FTE to provide for the required and recommended PE, music, and visual arts minutes, each 0.5 is assumed to fund full medical coverage until increased.

## CALCULATING PRORATED MEDICAL COSTS

Schools are asked to limit staffing to 1.0 FTE positions and avoid job sharing to minimize the additional medical benefit eligibility. However, situations may occur where school discretionary funds or grants are used for position funding that results in staff working beyond the 630-hour threshold but not 1.0. These situations create the need to budget full medical benefits.

When a partial position is increased using any non-FTE funding source, medical costs are prorated according to each source's funded FTE. That is, each funding source is responsible for its percentage of the position's overall funding. Below are some examples of the medical cost implications of "buying up" partial FTE. There is also a calculation tool for you to use on the MySPS Budget Office site for you to input your school's partial FTE scenario.

<b>FTE Split Examples</b>	<b>Funding Source %</b>	<b>Total Share of \$13,260</b>
0.80 overall		
0.40 School A HPLAP	50.00%	\$6,630
0.40 School B Title I	50.00%	\$6,630
0.60 overall		
0.35 Equity	58.33%	\$7,735
0.15 Per-Pupil	25.00%	\$3,315
0.10 PTA Grant	16.67%	\$2,210

### Important Notes:

- Partial FTE Allocation Exceptions - these allocations are assumed to cover full medical until increased: 0.5 PCP Allocation, 0.5 Office Assistant, 0.5 Assistant Principal, 0.5 Counselor.
- If planning to 'buy up' a partial FTE allocation from LAP or other source, please work with that department for approval.
- If a PTA grant is used to 'buy up' FTE, confirm PTA is willing to cover proportionate medical costs.

Please contact your budget analyst for assistance with calculating the medical costs for any planned partially funded positions.

# PARTIAL FTE ALLOCATIONS IN SECONDARY

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## OVERVIEW

The Weighted Staffing Standards (WSS) allocations for secondary schools allocate staff in increments of 0.20 full-time equivalency (FTE). Due to these increments, WSS adjustments, enrollment changes, or other staffing changes, a secondary school may be left with a partial FTE. In these cases, the school should attempt to fill the vacant partial FTE with current staff in the building. In situations in which the school is unable to fill the partial FTE, the school may consider the following options to fill these positions.

## OPTIONS AVAILABLE FOR CERTIFICATED POSITIONS

- 1) Determine if any appropriate staff member can increase their contract.
- 2) Determine if the conversion of the FTE to another type of position to increase a staff member's FTE or post, is permitted, and, if so, request a waiver. For detailed information on the waiver process, please see WSS Waiver Process on [page 22](#).
- 3) A secondary school may convert a vacant 0.20 FTE **general education position** to non-staff budget to use for supplemental compensation for staff who teach an additional general education section beyond the contractual limit. *The following restrictions apply to this option:*
  - This is only available for secondary general education teachers. It does not apply to Special Education or Multilingual teachers.
  - The school may increase the FTE of current staff in the building or post the position to hire a position if the need is greater than 0.20 FTE.

Schools should work with their budget analyst to request a conversion. If approved, the budget analyst will convert the FTE into discretionary dollars and place the funds in a commitment item for supplemental compensation. The amount to be converted will be calculated dependent on the amount of time the position was not filled by a staff person or substitute.

## Special Education FTE

A school that is unable to fill a special education partial FTE allocation should contact their Student Support Services Supervisor to determine if the staff is eligible to receive overage pay. Please see "Special Education" on [page 50](#) for more details.

## OPTIONS AVAILABLE FOR CLASSIFIED POSITIONS

- 1) Determine if any appropriate staff member can increase their contract. Classified positions are allocated in 1.0 FTE or 0.50 FTE increments and can only be adjusted in 0.50 FTE increments.
- 2) Determine if the conversion of the FTE to another type of position is permitted, and, if so, request a waiver. If approved, your budget analyst can convert the position and the new position can be advertised. For detailed information on the waiver process, please see the WSS Waiver Process on [page 22](#).

# LABOR RELATIONS GUIDELINES

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Budget and staffing plans need to comply with any applicable collective bargaining agreement provisions. The following information highlights important contract language to review, though please refer to the complete contract language as needed.

## BUDGET PROCESS FORMS

The following forms must be submitted to Human Resources and are available on the internal MySPS Budget Office webpage:

- **Statement of Assurance Form:** Certifies involvement by staff and parents. All schools must send in this form with their staffing submittal to their HR business partner or Senior Human Resources Analyst.
- **Stakeholder Identification Form:** Submit to appropriate decision-maker if there is an unresolved budget process concern. See "Process for Resolution of Stakeholder Concerns" on [page 46](#) for more information.

## STAFF

Article IX, Sections D.2 and D.3 of the Collective Bargaining Agreement ([CBA](#)) requires that the district maintain an average Seattle Public Schools (SPS) building ratio of students to full time equivalent teachers (General Education\*) of no more than the following:

- 26:1 for grades K-3
- 28:1 for grades 4-6 (when grade 6 is conducted using an elementary model)
- 32:1 for core classes\* in grades 6-12 (when grade 6 is conducted using a secondary model)
- 150:1 daily limit for core classes in grades 6-12 (when grade 6 is conducted using a secondary model) exclusive of Special Education and Bilingual\*\*
- Class size for non-core classes will be limited by space, safety, equipment needs, ability to supervise and effective instruction. If non-core classes have been incorporated into an integrated/cluster curriculum, the above limits apply.
- 150:1 weekly limit when using a block or modified schedule in a secondary school.

These limits would not necessarily hold when staff have, through their decision-making process, adopted a whole school model that results in a variation in curriculum, instructional methods and staff organization. When buildings/programs **intentionally staff programs outside contractual ratios**, with affected staff agreeing, no compensation will be paid for overloads. Also, no overload compensation will be paid on days when additional staffing has been provided to address class overloads.

If the limits established by the CBA are exceeded otherwise, schools should notify their director of schools to address the problem. The preferred solution is to reduce class size, but if not, individual teachers eligible for overage pay will be compensated for any days after October 1 during which there was an overload.

When building/programs intentionally staff programs outside contractual ratios, with affected staff agreeing, no compensation will be paid for overloads. No overload compensation will be

paid on days when additional staffing has been provided to address class overloads.

\*Defined as including English/Language Arts, World Languages, Math, Science and Social Studies.

\*\* Staffing levels vary based on service models for Special Education and Multilingual classes.

### **Combination or Split-Grade Assignments**

Schools may need to create master schedules with split grade-level classes. There is no limit on the number of split grade-level classes in a building.

The basic class size in combination or split-grade assignments shall be at least two (2) less than the average class size limits (above) of those combined grade levels for a school. This does not apply to staff who make the choice to split with a co-teacher or multi-age classrooms (where the building has adopted that mode of instruction in whole or part); see [CBA](#) Article IX, Section B, 2 and 3. If these limits are exceeded, schools should notify their director of schools.

Combination of split-grade assignments, as differentiated from multi-age organization, cannot be given to beginning teachers until they are proficient in three domains of the evaluation. Except for first year teachers, exceptions can be approved by the director of schools.

### **SECONDARY COURSE PREPARATIONS**

Contract language limits the number of course preparations a teacher is assigned but provides schools flexibility with an arrangement that is mutually agreed upon between the principal and the teacher. This agreement must be documented at the time the agreement is reached.

The SPS considers as a reasonable maximum, secondary teacher assignments of no more than three (3) different curriculum course preparations in no more than two (2) subject fields. Secondary teachers will not teach more than five (5) class periods per day without volunteering and being compensated for giving up their PCP time unless the school through their site-based decision-making process adopts a schedule with seven (7) or eight (8) class periods inclusive of advisory and completes a waiver annually. Waivers are necessary if the schedule exceeds teacher assignments of more than three (3) different curriculum course preparations in more than two (2) Subject fields. To the extent possible, departments will balance the number of preparations between employees. Schools will avoid giving teachers new to the profession more than two different curriculum course preparations. An exception to this last rule may happen when the new employee is the only person in their job category at the school or when the number of preparations in any given department would cause the district to have to compensate an employee for extra preparation time. Small schools will submit a waiver when a master schedule cannot be created that allows all students to take the courses necessary to be promoted to the next grade level and/or graduate.

Variations to the above conditions, including when some K-8 schools find that their secondary teachers need to teach more than three course preparations, shall be made by the building principal/ program manager after discussion and mutual agreement between a teacher, an affected grade level, a department, the certificated teaching staff (faculty) or the BLT/Instructional Council. The written record of the arrangement, a Multiple Preps Agreement, shall be retained on file in the school office and shall



be binding on all affected parties for one semester/year as appropriate.

If a principal is considering reducing the number of CTE courses taught, he/she should work directly with the CTE office, as a reduction in CTE positions may impact future CTE course offerings.

## **CLASSIFIED HOURLY AND TUTOR EMPLOYEES**

Classified hourly and tutor employees are defined as SPS employees who are compensated in the form of hourly pay only. Regular part-time employees may work as hourly employees above their regular schedules. Beginning January 1, 2020, all employees who work 630 annual hours become eligible for full medical benefits. Please see "Budgeting for Medical Benefits" on [page 33](#).

### **Hire Summary Form and Packet**

The link to "Hourly Hiring Process" can be found on the MySPS Human Resources webpage under resources for "Managers & School Leaders." Human Resources maintains the hourly salary schedule.

## **SUMMER STAFFING**

Summer Staffing occurs each year as part of the central summer extended learning program or sponsored by schools independently. However, the process for compensation and payroll needs to occur consistently across all Summer Programs:

- 1) Notify Human Resources and/or Payroll about the Summer Program occurring in advance. Establish who the contact is at the school for the program. Provide the start and end dates for the program(s).
- 2) Establish a timeline that prepares for the timely hiring and staffing of summer school personnel. Human Resources Business Partners, Staffing Specialists, Classification and Compensation, and Payroll are all available as resources for your support.
- 3) Notify Human Resources in advance of the employee beginning work to ensure HR has the proper new hire documentation, including fingerprinting, and is setup to be paid in a timely manner.
- 4) Do not allow employees to work or submit timesheets prior to being fully cleared and hired.
- 5) Pay rates may differ for Summer Programming. Find the current year "Summer School Rates of Pay." Ensure that pay rates indicated on timesheets match the pay rates confirmed by Classification and Compensation Department.
- 6) Validate that all certificated staff has required certification and that their certification is valid. Check with Human Resources and/or Classification and Compensation on the status of the teacher's certification prior to having the teacher teach if there are any concerns or inability to get the teacher's validation of the certification.
- 7) Ensure that the details on the timesheets are accurate, including the rates of pay and employee identification, and that the employee is staffed prior to submitting the timesheet or having the employee start work. If you need employee identification information, please contact Human Resources.



- 8) Never promise a rate of pay to an employee unless it is the rate provided by Classification and Compensation Department.

Contacts for questions:

- Staffing of Summer School new hires: [HourlyHires@seattleschools.org](mailto:HourlyHires@seattleschools.org)
- Human Resources: [HR@seattleschools.org](mailto:HR@seattleschools.org)
- Classification/Compensation: [HRCompensation@seattleschools.org](mailto:HRCompensation@seattleschools.org)
- Payroll Questions: [Payroll@seattleschools.org](mailto:Payroll@seattleschools.org)

# SEATTLE ASSOCIATION OF EDUCATIONAL OFFICE PERSONNEL OFFICE STAFFING PLAN

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The following process applies to office staff represented by the Seattle Association of Educational Office Personnel (SAEOP).

## **ANNUAL OFFICE WORKLOAD PLANNING AND PREPARATION**

1. If a staffing reduction, in full time equivalency (FTE) or days, in a school office is considered for the following year, there is an anticipated reorganization that adds work to an office, or office staff considers the current level of staffing to be insufficient, the principal and all potentially impacted employees (those facing reduction and those remaining) shall meet to:
  - Identify the potential workload problems and impacts; and
  - Discuss possible ways of minimizing these impacts, including prioritization, efficiencies, elimination of some assignments, redistribution of work, time allocations for duties, and any other ways of realizing optimal workloads and office efficiency.
2. Through collaboration, the employees and principal shall attempt to develop a mutually agreeable office staffing plan that addresses the issues in the paragraph above and describes who will do what to complete the work. The plan, if mutually agreeable, shall be documented on the "SAEOP Office Staffing Plan Form" and signed by all impacted employees.
3. 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.
4. The plan shall be submitted to the Building Leadership Team (BLT) 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.
5. The office staffing plan that is finally approved by the school shall be submitted to Human Resources.
6. In the event any of the office staff wishes to object to the office staffing plan submitted by the school, they shall complete the "Stakeholder Identification of Budget Process Concern" form and send the completed paperwork to their regional director of schools, with a copy to SEA. This form is available on the internal MySPS Budget Office webpage under "Budget Forms." For guidance on this form, please see the "Process for Resolution of Stakeholder Concerns" section on page 46 for more information.

Notes: SAEOP represented staff working within an administrative department should collaborate with their supervisor or program manager, in place of a principal, to create an office staffing plan. The plan should be considered using the same decision-making process as other budget options and proposals.

The Principal or Principal’s designee shall meet with the entire school office staff in September to coordinate work distribution and daily schedules and to ensure that lunches and breaks are provided (see [CBA](#) Article IV, Section C).

## LIST OF SCHOOL OFFICE FUNCTIONS

This list of classifications (job titles) and their functions are to be used as part of the decision-making process for the staffing of office positions. Note: If an elementary or K-8 school intends to hire hourly office assistance, the school must staff at a minimum a 0.50 elementary school assistant position. See the “Labor Relations” section on page 37 for more information on the use of hourly employees.

### High School (HS):

Job Code	Job Title	Grade
15006063	Administrative Secretary HS-260	021
15006115	Assistant Secretary HS-222	018
15006113	Assistant Secretary HS-260	018
15006151	Attendance Specialist HS-203	019
15006492	Counseling Secretary-203	017
15006493	Counseling Secretary – 222	017
15006652	Fiscal Specialist HS-222	021
15006319	HS Data Registration Specialist-222	021
15006326	HS Data Registration Specialist-260	021
15006566	Library Assistant II-203	018

### Middle School (MS):

Job Code	Job Title	Grade
15006061	Administrative Secretary MS-260	021
15020155	Assistant Secretary MS-203	018
15006117	Assistant Secretary MS-222	018
15006116	Assistant Secretary MS-260	018
15006150	Attendance Specialist MS-203	018
15006492	Counseling Secretary-203	017
15006493	Counseling Secretary-222	017
15006321	Data Registrar-203	021
15006318	Data Registrar-222	021
15006320	Data Registrar-260	021
15006658	Fiscal Specialist MS-203	019

### Elementary Schools and K-8 Schools:

Job Code	Job Title	Grade
15006057	Administrative Secretary Elementary-222	021
15006056	Administrative Secretary Elementary-203	021
15006321	Data Registrar -203	021
15006332	Elementary School Assistant-203	018
15020129	Fiscal Clerk Elementary-203	017
15006564	Library Assistant-203	017

### Alternative Schools

Job Code	Job Title	Grade
15006062	Administrative Secretary Alternative -260	021

15006060	Administrative Secretary Alternative Secondary-222	021
15006118	Assistant Secretary Alternative-203	018
15006321	Data Registrar-203	021
15006318	Data Registrar-222	021
15006326	Data Registrar-260	021
15023109	Interagency Student Records Specialist	021
15006658	Fiscal Specialists-MS 203	019

## Summer Tasks

When considering which type of position is needed for the work year, include the timing of summer tasks that must be accomplished, such as:

- Mailing of transcripts in July,
- Handing out and receiving athletic paperwork (in time for mid-August practices),
- Receiving/depositing funds from ASB card sales and other fundraising activities,
- Mailings regarding opening of school in September,
- Assisting families new to the city/community to find information about schools,
- Providing office coverage so 260-day employees can take vacation.

## Position Descriptions

In addition to the direct support given to building administration, all these positions enable school operations to run smoothly for the students, parents, and staff.

- **Administrative Secretary - High School:** This position is performed for the purpose/s of providing secretarial and administrative support to the assigned assistant principal or administrator; communicating information to students, parents, staff, and/or other Districts; ensuring compliance with financial, legal and administrative requirements; and supporting the broad array of services provided to students, parents, instructional and support employees.
- **Administrative Secretary - Middle School:** This position is performed for the purpose(s) of providing secretarial and administrative support to the Principal; communicating information to students, parents, staff, and/or other Districts, ensuring compliance with financial, legal and administrative requirements, and supporting the broad array of services provided to students, parents, instructional and support employees.
- **Administrative Secretary – Elementary:** This position provides secretarial support to the school site, establishes and maintains records, compiles and distributes materials and reports, and responding to inquiries from a variety of internal and external sources.
- **Assistant Secretary HS:** This position’s responsibilities are, under the general direction of an Assistant Principal or designated administrator(s) of a High School, to provide secretarial/clerical support to facilitate building operations and public relations to students, parents, staff, and the public; and to provide clerical services to support the school athletic program.
- **Attendance Specialist HS:** Serves as a technical support establishing and maintaining attendance, truancy, medical and other records that affect student attendance. Monitors, maintains, tracks,

documents and processes student attendance, discipline and legal documents and release files and records, ensuring compliance with District, State and Federal regulations and policies. Represents the District in attendance related proceedings, monitors student teacher's assistants performing entering data into PowerSchool for accuracy and responds to inquiries requesting student attendance information. Periodically provides medical attention to students.

- Attendance Specialist MS: Monitors student attendance and/or compliance to District, local and State regulations; maintaining attendance/discipline files and records; processing legal documents; representing the District in attendance related proceedings; ensuring compliance with District, State and Federal attendance policies; and working with parents to ensure appropriate student placement.
- Counseling Secretary: Assists counseling office personnel answering phones, scheduling students, and testing of students. Maintains inventory of counseling office supplies. Maintains students' records (student cumulative folders, student schedules updates, master schedule updates, rosters) documenting students' goals and achievements. Monitors discipline of in-house suspension of severely behavioral disorder students. Prepares a variety of written materials (registration materials, updates student schedules, collects grades, all drop grades, correspondence, daily bulletins, incident reports). Processes forms and materials (registration, new class lists, updates student grades, progress reports, orientation information, schedules). Responds to inquiries from internal and external parties.
- Data Registrar: Develops and maintains master schedules. Maintains data services to support registration for an assigned school or program, ensuring availability and accuracy of student information. Data entry updates for staff and students. Specialized clerical and technical abilities. Registration of students and maintenance of student records and files. SAEOPs should collaborate with their school-based team to determine all essential tasks that will need to be completed before the Data Registrar contract ends for the summer and submit the plan to the building principal. With agreement between the Principal and the Registration Specialist/Data Registration Assistant, Registrars may flex their work schedules to accommodate work responsibilities at the end of the school year (Article IV, Section C, 6).
- HS Data Registration Specialist: Enters, changes and modifies student enrollment and withdrawal information, files, documents and student records both manual and electronic. Maintains master schedules and course booklets; advises administrative team about seats, courses, and placement of sections. Processes requests for transcripts and job verifications. Informs Administrators and/or Counselors of possible student credit deficiencies. Prepares cyclical and "on-demand" reports, certificates, programs, bulletins, wait lists, reports, schedules, memos, letters and related documents. Provides primary support to assigned administrative personnel for the purpose of providing assistance with their administrative functions. Schedules individual students as needed, depending on counselor load, and maintains class size, monitors and enforces contractual limits as directed by administrators. Responds to inquiries from a variety of parties, staff, educational institutions, the public, parents, and students.

- Elementary School Assistant: The job of Elementary School Assistant is done for the purpose/s of providing clerical and other support for the school; maintaining attendance and related issues; communicating truancy records and other information to parents; and serving as a contact for inquiries from the public.
- Fiscal Specialist HS: The job of High School Fiscal Specialist is performed for the purpose/s of providing an array of fiscal services for high school funds, including building fund, ASB, all grants and endowments; conveying and updating fiscal information; and ensuring that fiscal practices are followed, and disbursement of funds are within proper and legal guidelines. Directly supports the Principal on building funding budget.
- Fiscal Specialist MS: Maintains, records, updates and reconciles fiscal accounts associated with maintaining the stockroom for the school.
- Library Assistant and Library Assistant II: These positions assist the librarian with daily operation of the library, provide clerical support, maintain the facilities and provide assistance to students and staff.
- Interagency Student Records Specialist: This position retrieves student records of former students as requested from mailed, faxed, and emailed communications, dropped-off or walk-in service requests for the purpose of providing transcripts, school records, or graduation verifications ensuring compliance with FERPA (Family Educational Rights and Privacy Act) and as required by the Public Records Act (RCW.42.56); responds to challenges of graduation status; maintains databases of requests, and revenue; and provides administrative/technical support and assistance to the Head Counselor and Principal.

# PROCESS FOR RESOLUTION OF STAKEHOLDER CONCERNS

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In the event any stakeholder feels that authentic participation in the budget development process has not occurred:

1. The stakeholder should describe the process concern and the requested action to address the concern on the "Stakeholder Identification of Budget Process Concern" form. This document can be found on the internal MySPS Budget Office webpage under "Budget Forms."
2. The stakeholder should share their process concern, orally and in writing, with their principal to seek a resolution. The principal is responsible for reviewing the process concern, explaining the process used, and clarifying how the process supported the budget development.
3. If the issue(s) or concern(s) is/are not resolved at the principal level, the stakeholder is advised to notify the building representative, Seattle Education Association (SEA) representative, and/or parent representative and send a completed form to their director of schools, with a copy to SEA.
4. The director of schools will verify that the process concern was discussed with the principal and determine whether:
  - Enough information is available to consider the impact of the proposed budget on the remaining employees, the school, and the district to approve or deny the plan submitted by the school; or
  - If a meeting with the principal, the stakeholder, and the union representative is needed to seek a resolution.
5. If resolution is not reached in this meeting, the director of schools, after consideration of the issues raised in the meeting, will make the final decision.

*Note: Seattle Association of Educational Office Personnel (SAEOP) represented staff working within an administrative department should collaborate with their supervisor or program manager, in place of a principal, to seek resolution. If the issue is not resolved, the "Stakeholder Identification of Budget Process or Concern Form" should be submitted to the Assistant Superintendent of Business & Finance and the Associate Superintendent of School & Support Services, or a parallel decision-maker in the organization, with a copy to SEA.*

## D. INSTRUCTIONAL AND DISTRICTWIDE SUPPORT SERVICES

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### **IN THIS SECTION:**

- Multilingual Education
- Special Education
- Health Services Program
- Career and Technical Education
- Elementary Instrumental Music Program
- Publishing Services



# MULTILINGUAL EDUCATION

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State and federal funds generated by multilingual students may only be expended to provide supplemental education services for eligible students. The provision includes funds and positions delivered through the Weighted Staffing Standards (WSS) allocation process.

Multilingual students are general education students first. Any supplementary support provided by state ME (Multilingual Education) funding is in addition to the student's basic education entitlement. Therefore, ME funded students must receive resources and support comparable to general education support, plus specialized services, staffing, supplies, and equipment necessary to ensure academic and social English language development.

State reporting and audit requirements **prohibit** the use of ME funds for salaries of basic education employees, including but not limited to general education teachers, nurses, librarians, counselors, family support workers, reading specialists, administrators, and house administrators.

## Multilingual (EL) School Plan Form

This form is a state and federal compliance requirement for ME & International Programs (IP) budgets. This can be found on the internal "MySPS Budget Office webpage" under "Budget Forms." The form must be completed and sent to the Director of Multilingual Education at the time the budget is submitted.

## MULTILINGUAL EDUCATION PROGRAM STAFF

**Classified staff positions are allocated in August through the central ME department; they do not appear in school budgets.** The CBA Instructional Assistant contractual ratio is set by the contract **based on the spring projection and is not adjusted.** Certificated staff is generated through the WSS model and is based on enrollment projections.

## ME PROGRAM NON-STAFF BUDGET

### Materials

The WSS model allocates funds for supplemental instructional (curricular) materials for ME classrooms. These will be preloaded into school budgets in commitment item 5641, sub org "T." This includes:

- \$10 per student based on WSS enrollment projections. This allocation does not get adjusted.
- \$250 total per Elementary Newcomer sites.

### Services

The WSS model allocates funds for translation or interpretation services and community outreach. A \$13 per student school allocation **will be determined on spring projected student enrollment.** This allocation does not get adjusted. These funds are preloaded into commitment item 3062 (classified extra-time) and 4012/4022 (associated pension and payroll taxes), in sub org "T." Translation and interpretation cost guidelines:

- To host ongoing family and community events where information is shared regarding ME

program changes to seek family input.

- For dual identified ME/Special Education students' Individualized Education Plan (IEP) meetings, parent/guardian conferences, and other necessary meetings that occur beyond the school day.

When the extra time charges are reported in the online time record, please be sure to choose one description from the list below to include in the free text column. This will allow secretaries to override the cost center.

- ME event
- ME parent/family school night
- IEP or ME parent/guardian meeting; only if the student is an ME student.

ME funds **may not** be used for department stipends, general education supplies, or activities (examples: basic school supplies such as pencils, paper, or art supplies, or basic education activities such as field trips or bus transportation) per WAC 28A.180.080.

Questions regarding your school's ME program must be made in writing to the Director of Multilingual Education, Michelle Ota.

# SPECIAL EDUCATION

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## OVERVIEW

All special education classroom program services are reviewed by the special education department leadership team to assess the need for staffing and supply budget adjustments. Classes that are under-enrolled or over-enrolled may receive adjustments to their special education allocation. All staffing adjustments or recommendations are submitted to Budget, Human Resources (HR) and district senior leadership for review and approval.

## BASIC BUDGETING GUIDELINES FOR SPECIAL EDUCATION

Students who receive special education services are first considered general education students. Basic supplies and other general expenditures that do not support specifically designed instruction (SDI) as designated in the student's individualized education program (IEP) may not be purchased with special education funding. The following sections outline the appropriate use of special education funding.

For a quick reference guide on allowable special education expenditures, please see the "Special Education Expenditure Guide" on page 91.

### Allowable Expenditures for the Special Education Allocation

The district special education budget allocation for staff and supplies is based on the number of special education students and types of services assigned to the school. The special education budget may only be expended to provide educational services for students with IEPs. The following are allowable expenditures:

- Special education FTE as allocated by the Weighted Staffing Standards (WSS).
- IEP Compliance Stipend for special education teachers who are compliant with IEP preparation.
- Special education materials directly related to the implementation of student IEP services. This can include supplies, curriculum, and materials. This funding is NOT for general education supplies. The special education department will review budgets throughout the year and inappropriate expenditures will be moved to the school's general discretionary budget.
- The budget preloaded to \_\_ S21263R0 is allocated for occupational (OT), physical (PT), and speech therapy (SLP) supplies. Note: "\_\_" is a placeholder for the 2-digit organization code of your site.

### Other Expenditures that May Be Allowable

The needs of students as documented in their IEPs must be reviewed for compliance with Individuals with Disabilities Act (IDEA) requirements. Schools may need to pay for items in addition to those outlined above:

- Class size overage considerations (i.e., caseloads exceed contractually negotiated levels in classrooms),
  - Class size overages resulting from school-based staffing decisions may be charged to the school's general education discretionary budget,
  - Class size overages due to increased special education enrollment may be eligible for overage pay or additional staff. Please see Article IX section F of the Certificated

Collective Bargaining Agreement for more information,

- \$1,000 charge to the school per each assigned 1:1 Instructional Assistant.
- Special equipment, technology, curriculum linked professional development, or other aids to support instruction.

Schools may use the following cost centers for the above expenditures: special education (sub org "S"), per pupil Base Allocation (sub org "A"), or per pupil Equity Dollars (sub org "F"). Schools should work with their Student Support Services Supervisor if they encounter any of the above scenarios. See "Who to Contact" on page 12.

## Prohibited Expenditures

State law **prohibits the use** of special education funding for:

- Staff, services, or equipment not approved by central Student Support Services Supervisors.
- Salaries of basic education employees, including but not limited to special education teachers teaching general education, general education teachers, nurses, librarians, counselors, administrators, and house administrators. (Schools that employ special education teachers who also teach general education, must split-fund the position based on student ratio served.)
- Building maintenance in special education classrooms. Large projects requiring building upgrades, large furniture repairs, fixed assets, etc., are not costs that will be borne by the special education department.
- Departmental stipends.
- Tutors or other hourly staff.
- Extra-/over-time for classified staff.
- Professional development costs for special education staff, including the cost of substitutes and registration fees (limited exception specifically linked to student IEP services may be possible, contact your Student Support Services Supervisor for written prior approval).
- Field trip admissions.
- Chartered buses for field trips. Field trips are general education focused experiences and must be funded with per pupil Base Allocation funds (sub org "A"). There will be no exceptions.
- Food for meetings.
- General classroom supplies. Supplies purchased for special education classrooms that are normally purchased for general education classrooms, must be purchased with per pupil Base Allocation (sub org "A") funds.
- The cost of extending centrally funded substitutes (e.g., 1:1 Instructional Assistant, district initiated or Relief Fund subs). If the school approves additional time for these subs, the cost will be charged to the school's general education discretionary budget.

## Compensatory Education

When the building fails to provide services as documented in the IEP, the building is responsible for these expenses using the building's discretionary per pupil Base Allocation budget (sub org "A").

## PRIVATE SCHOOL AND PRESCHOOL PROGRAM STUDENTS

A school's WSS special education enrollment count includes private school students who attend that

school to receive special education services (dual enrolled). Schools receive additional special education resources (staffing, IEP writing & curriculum or materials) based on the number of private school students registered for services.

Buildings with preschool special education programs will receive additional discretionary dollars included in their WSS allocation for school-wide program support, specifically to support the additional demand on office staff. See page 19 for more information.

## **SPECIAL EDUCATION SERVICE DELIVERY MODELS**

The district set the special education classroom material budget amounts listed below with guidance from the central special education department. These are the allocation model for distributing budget to the special education department at each school. Each school can determine the best way to use the money allocated to their special education department within the rules for the use of special education dollars.

Schools also receive an allocation to support the work of School Psychologists, OTs, PTs, and SLPs in cost center \_\_S21263R0. The allocation formula for the therapy supply amount is based on the school's prior year caseload. School therapy teams can decide the best way to distribute the budget.

### **School Allocated**

<b>Special Education Service Delivery Models</b>	<b>Students</b>	<b>Teachers</b>	<b>Instructional Assistants</b>	<b>Curriculum and/or Equipment Budget</b>
Resource	22	1	1	\$10 per student
Extended Resource - Elementary	10	1	3	\$1,000
Extended Resource - Secondary	13	1	3	\$1,000
Focus-Elementary	10	1	2	\$1,000
Focus- Secondary	9	1	1	\$1,000
Distinct	7	1	2	\$1,000
Deaf/Hard of Hearing	9	1	2	\$1,000
Medically Fragile (including Pre-K)	6	1	2	\$1,000
Preschool (includes DHH preschool)	10	1	2	\$575

### **Centrally Allocated**

Centrally managed programs including BRIDGES are budgeted by the special education department leadership team.

# HEALTH SERVICES PROGRAM

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Certificated school nurses interpret how physical, mental, and social conditions may impact the success of students in the educational environment, write emergency and daily health care plans, and contribute health information to 504 plans and special education assessments. They assist school staff to accommodate students with health conditions and delegate and train staff to administer medications required by students during the school day.

## **NURSING FTE ALLOCATIONS**

All schools receive nursing full-time equivalent (FTE) allocations through the Weighted Staffing Standards (WSS) model that is based on grade bands and enrollment. Certificated school nurse time is assigned to most sites in increments from 0.2 - 1.0 FTE to provide nursing support for health planning and care of students. In addition, Health Services may assign a classified nurse to schools to support students with complex health needs. Certificated nursing allocations are shown on each school's allocation page; however, the nurse is staffed centrally. The nursing service delivery model and FTE allocation may change in response to student enrollment or other factors.

Schools may fund additional nurse FTE in 0.10 increments to augment their allocation. For more information on using discretionary funds to increase FTE, please review "Guidelines for Budgeting Additional Staff" on [page 30](#).

Health Services allocates additional nurse FTE based on the following criteria:

### **Level B & 504 Nursing Support:**

The district designates 17 schools as "Level B Nurse Service" sites for parents to have the option of sending their student with complex health issues to a school with a guaranteed full-time nurse service. Level B sites are staffed with full-time nurses and substitutes are provided by Health Services when the assigned nurse is out of the building (unless there are no Level B students). *Note: Not all schools with a full-time nurse are designated as Level B sites. A substitute is not guaranteed in the absence of a nurse in non-Level B sites.*

### **Special Education:**

Additional certificated nursing FTE is assigned based on specific special education programs or student needs (for example Developmental Preschool, Level B, Medically Fragile). Classified nurses are primarily assigned to support students who need medical transport or schools with high numbers of medically complex students.

### **Families, Education, Preschool, and Promise (FEPP) Levy:**

Additional school nurse FTE may be provided from FEPP levy resources to sites that host a School Based Health Center (SBHC). This funding supports collaboration between the SBHC and the school nurse. SBHCs provide medical and behavioral health care for students enrolled in their clinic (i.e., a health provider's office in the school) while certificated nurses are responsible for promoting health for all students in the school.

## NON-STAFF ALLOCATIONS

### Funding Provided by Health Services

The following items are budgeted and funded through the Health Services department budget:

- **Equipment** - Nurse assigned equipment and supplies (vision screening charts, stethoscope, otoscope, etc.). As of school year 2016-17, all buildings were provided with audiometers that are assigned to a school. Health services will provide required annual calibration and any needed repairs. Health Services does not pay for replacement thermometers. Each school was given two touchless thermometers in August 2020 to prepare for COVID. New touchless thermometers may be ordered from the warehouse.
- **Extra time and substitutes** – Licensed coverage (either certificated or classified nurse) is provided to Level B schools when the nurse is away from the building. Health Services will make every attempt to place a substitute at all other schools for an absence depending on availability of substitutes. Extra time must be authorized either centrally or by school leader. If the school nurse and school leader agree for the school nurse to complete a time limited special project, the school should be prepared to pay for the extra time.

### Funding Provided by Schools

The following items are the responsibility of individual schools. When creating a budget, schools should budget some WSS discretionary funds for these items:

- **Consumable health room supplies** - Schools should budget for consumable first aid and health room supplies, including gloves, pillow covers and sharps containers. In addition, some special needs classrooms require additional supplies such as gloves, diapering supplies, etc. to provide care according to Occupational Safety and Health Administration (OSHA) requirements for infection control. Please work with your special education supervisor to determine if funding from the building special education allocation may be used for these costs. The recommended budget for consumable health room supplies is at a minimum \$1.00 per student in the building.
- **Durable medical equipment** - Equipment such as cots, health room computers, furniture, health room thermometers, refrigerators, classroom emergency bags, vision screening light boxes, and similar items must be provided and maintained by the building.
- **Extra time and substitutes:** Schools must budget additional extra time for nurses as needed for the following:
  - **Outdoor education camp and/or field trip health care preparation.** Check with your school nurse to determine if additional nurse support is needed at outdoor education camps or on field trips for students with special health needs (students who need 504 accommodations for diabetes, some seizure disorders, etc.). If a nurse is needed, please notify Health Services at least four (4) weeks in advance for overnight trips, two (2) weeks in advance for day field trips. Nurses should be compensated with extra-time to review and plan for medication administration during the field trip.

**Attendance at building-based professional development** outside of the nurse's regular working hours (i.e., part-time nurse asked to attend a full-day training needs to be paid for the remainder of the day above the FTE allocated).

# CAREER AND TECHNICAL EDUCATION

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The Career and Technical Education (CTE) department provides middle and high schools with an additional CTE allocation in the form of CTE staffing support to bolster high-quality CTE programs at all secondary schools. The additional CTE staffing allocation can be used to reduce class size or help launch new CTE programs. **The CTE staffing allocation is based on CTE enrollment from October of the previous year.**

It is the responsibility of each school to ensure that all Office of Superintendent of Public Instruction (OSPI) standards for state approved CTE programs are met including CTE graduation pathway requirements. CTE Curriculum Specialists can help site-based administration and staff understand these standards and CTE Graduation Pathways aligned with HB1599.

The OSPI CTE pathways are as follows:

- Health Sciences
- Human Services
- Agriculture Education
- STEM-Science, Technology, Engineering, and Math
- Business and Marketing
- Skilled Trades and Technical Sciences (Formerly T&I)

## GUIDELINES FOR USING CTE STAFFING SUPPORT

For all schools, the CTE staffing allocations must meet the following:

- All CTE staffing support must be allocated to a CTE credentialed teacher.
- No more than 0.20 FTE can be allocated to a single teacher.

For all schools, the CTE staffing allocations must meet at least one of the following four criteria:

1. Safety: Allocate staffing to a teacher working in a classroom that has power tools or other hazards, using it to help reduce class size to ensure student safety.
2. Support a teacher in a pathway that has no other staffing support.
3. Provide a coordinating period for a lead teacher in one of Seattle Public Schools' Career Academies. Seattle Public Schools' career academies are:
  - Finance Academy (NAF) at Ballard and Chief Sealth
  - Business Academy (NAF) at Chief Sealth
  - Biotechnology at Ballard
  - Life Sciences and Engineering/Design at Cleveland
  - *New* High Demand Graduation Pathways (Health & Medical, Information Tech, Skilled Trades)
4. Support a CTE program that is new to the school (i.e., in its first three years).

For comprehensive high schools with over **550** students, the CTE staffing allocation must meet the following guidelines:

- The teacher must be teaching state approved CTE courses at least 0.70 FTE.
- The teacher must be a full-time employee.



## GUIDELINES FOR BUDGETING CTE STAFFING SUPPORT

To ensure accurate reporting to OSPI, CTE teachers need to be budgeted in the correct cost centers. Use the following guidance to properly budget CTE teachers:

- Determine how many CTE programs the school will offer.
- To increase or decrease CTE programs, talk to their budget analyst and the CTE program manager to make changes. If schools decrease CTE programs, accompanying CTE staffing support may also be reduced.
- Avoid funding CTE positions with grant funding.
- Select the correct program code for the CTE teachers. The program code is the 4th and 5th digit of the 10-digit cost center. For example, \_\_ A3127010. High School CTE teachers should be budgeted using state program code 31. Teachers for students in grades 7-8 should be budgeted using state program code 34.
- Use your CTE staffing allocation to supplement the baseline teaching allocation. For example, use 0.80 FTE from the WSS allocation and 0.20 from CTE staffing support allocation.
- The district defined code is the last 3 digits of the 10-digit cost center. CTE staffing support allocation uses the code 011, CTE teaching allocation uses the code of 010.

Talk to your budget analyst or the CTE department if you need further assistance.

## CHAPTER ADVISOR STIPEND GUIDELINES

The 2022-25 Seattle Education Association Collective Bargaining Agreement ([CBA](#)) includes a provision for up to three Subject Matter Specialist 1 stipends at each high school for CTE teachers conducting student leadership activities (e.g., CTSOs). The stipends serve as compensation for time spent conducting student leadership activities. Additional extra hourly pay for activities supporting student leadership activities will not be provided to teachers receiving a stipend. This stipend is outlined in Article IX, Section P of the CBA.

### CTE Teacher Stipend Process

1. Each fall, CTE department identifies potentially eligible CTE teachers and emails the principal for approval.
2. CTE Department uses department funds to set up the teacher stipends.
3. CTE Department provides instructions for stipended teachers to verify the student leadership activities they supervise during the school year.

### Stipend Eligibility Criteria for SPS CTE Approved Leadership Programs

- The teacher/advisor is a CTE certified teacher and is not receiving an additional prep period.
- The teacher/advisor supervises students conducting leadership activities beyond the scheduled school day or school year, such as the following:
  - Competitions (local, regional, state, and national), financing and fundraising, community service, student recognition, or special projects.
  - The student leadership program supervised by the CTE teacher/advisor includes OSPI CTE Extended Learning Components:
    - The leadership program has a current constitution and bylaws,
    - The leadership program is led by students (activities are planned, conducted, and

- evaluated by students),
- The student leadership structure is defined (e.g., elected student officers or formal committee structure),
- Regular meetings are held.

## **ADDITIONAL INFORMATION**

Standards for CTE programs can be found at:

<https://www.k12.wa.us/sites/default/files/public/careertech/pubdocs/CTE%20Program%20Standards.pdf>

# ELEMENTARY INSTRUMENTAL MUSIC PROGRAM

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## OVERVIEW

The district offers Elementary Instrumental Music (EIM) instruction to all elementary and K-8 schools. The goal is to prepare students for middle and high school instrumental music.

The district-provided program is for 4<sup>th</sup> and 5<sup>th</sup> grade students that voluntarily enroll in the program. 5<sup>th</sup> grade students are prioritized, with 4<sup>th</sup> graders admitted if time and space permits. In a half-day the program serves about 40 students in 3-4 sections that are approximately 30 minutes once a week during school hours.

## ELEMENTARY INSTRUMENTAL MUSIC FTE ALLOCATIONS

The Visual & Performing Arts Program provides one, half-day (0.10 FTE) per week of EIM. All elementary and K-8 schools receive instrumental music FTE based on an equal distribution for each school. These EIM allocations are budgeted for and staffed centrally.

Schools may fund additional EIM FTE in 0.10 increments to augment their centrally budgeted allocation. Sources available for funding additional EIM FTE:

- WSS per-pupil base allocation
- Equity dollars
- PTA or PTSA grant

For further information on using discretionary funds to increase FTE, please review "Guidelines for Budgeting Additional Staff" on [page 30](#). For questions about the EIM program please contact Gail Sehlhorst, Visual & Performing Arts Program Manager.

# PUBLISHING SERVICES

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## SCHOOL XEROX COPIERS

In the Weighted Staffing Standards (WSS) allocation, a portion of the per-pupil base allocation is set aside for school Xerox copiers and placed in the commitment item for intra-district printing, 0510. The amount set aside is an estimate made by the Budget Office using the school's prior usage. At the end of the year, Accounting will adjust this charge based on the school's actual copier costs.

The rate per black-and-white (BW) single-sided copy is at \$0.013 and color is charged at a rate of \$0.06 per single-side. These rates cover impressions, toner, and maintenance.

Each school's BW and color usage and year-to-date totals will be posted on the Publishing Services MySPS webpage. The School Leaders Communicator will include reminders and a link to the publishing site to ensure schools are aware of their usage and related costs.

## CENTRALIZED DESKTOP PRINTERS

A few schools have some Hewlett Packard (HP) centralized (shared) printers or multi-functional devices that are placed on a maintenance agreement. These devices can be identified by the ID tag with information for the user to request toner supplies or support. Schools are charged a flat rate of \$0.012 per single-sided black & white impression and \$0.11 for color per impression. These rates cover impressions, toner, and maintenance.

### Other Desktop Printers

These devices are not included in the WSS set aside for the school copier. These devices have a higher per page print cost. Schools are responsible for toner, parts, and maintenance costs, generally from their supply budgets.

## PRINT JOBS COMPLETED BY PUBLISHING SERVICES

Print jobs completed by Publishing Services are not included in the WSS set aside for the school copier. Schools should add additional budget in commitment item 0510 for any anticipated central print jobs.

Schools can use the Digital Store Front (DSF) tool for quotes for standard print jobs, which allows users to finalize their ticket requests, and tracks the progress. Users can use the link <http://seattleschool.myprintdesk.net/DSF> to create their own DSF account or contact Publishing Services for assistance in creating an account. The user will need to provide at least one cost center for orders. Please make sure to choose the correct cost center for each order. These print jobs will also be charged to commitment item 0510 in the cost center you choose.

For questions, price quotes, or special requests call Publishing Services directly at 206-252-0080 or send an email to [publishing@seattleschools.org](mailto:publishing@seattleschools.org).

## E. GRANTS

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### **IN THIS SECTION:**

- Grant Process and General Guidelines
- Time & Effort Reporting Requirements
- Learning Assistance Program (LAP) and High Poverty LAP Program Overview
- Title I, Part A Overview
- City of Seattle Families, Education, Preschool and Promise Levy Grants Overview

# GRANTS PROCESS AND GENERAL GUIDELINES

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## BASIC BUDGETING GUIDELINES FOR GRANTS

### Staff

You must budget for staff positions at actual salary cost, including pension and payroll taxes, medical benefits, and other applicable costs such as Time Responsibility Incentive (TRI), sick leave substitute days, and stipends. If the proposed position is vacant, use the average salary rate for the new position. The position cost **will** change if the person staffed changes at any point during the year, or if a long-term sub is used in a vacant position. Please work with your budget analyst to determine estimated costs for positions.

Grants and other funding sources should not be used for classroom teachers, unless it is to reduce class size even further than the WSS allocation would provide, to avoid supplanting.

### Non-Staff

Expend funds only on items that have been approved by the grantor. Any significant changes to an approved budget or the addition of new budget lines require prior approval from the funder. Failure to do so may require the school to repay funds.

### Indirect Costs

Indirect costs **must** be charged against all grants regardless of size unless prohibited by the grantor, except for PTA grants. The indirect cost rate changes annually and runs on a September 1-August 31 cycle. Please work with the Office of Grants & Fiscal Compliance to ensure indirect costs have been budgeted.

## PTA GRANTS

To set up a Parent Teacher Association (PTA) or Parent Teacher Student Association (PTSA) grant for your school you must submit a "Request for Advance Commitment to Expend Grant Funds" form. This form is used to request permission to budget and expend grant dollars prior to the receipt of a formal commitment from a PTA/PTSA. This form is available on the Grants Office internal "MySPS" webpage. The PTA will not send the district any funds until after the school year begins and actual expenses are charged to the grant. The PTA will receive an invoice from the district when it is expected to fund the grant.

This form must be signed by the principal, received by the Office of Grants & Fiscal Compliance, and approved before the school will be able to budget staff on the grant.

Included on this form is the school's commitment to cover the expense if funding should not materialize or is rescinded by the funder after a position has been staffed or an expense has been incurred. Approval for requests without this information may be delayed.

## SELF-HELP CONVERSION GRANTS

**Self-Help cannot be used for FTE or hourly staffing.** Self-help conversions grants for staffing are no longer allowable.

## APPLYING FOR NEW GRANTS OR COMPETITIVE GRANTS

An Intent to Apply form must be submitted to the Office of Grants and Fiscal Compliance prior to applying for any competitive grants above \$500. This form is available on the Grants Office internal "MySPS" webpage.

Any requests for district participation in grant applications developed by outside partnerships or groups, as well as those that may require the completion of a Memorandum of Understanding (MOU) or Agreement (MOA), are subject to this form and review.

Additional requirements:

- All MOUs, whether they involve funds or not, must be signed by the Assistant Superintendent for Business & Finance.
- All applications from schools must have the signed approval of the principal.
- The Office of Grants & Fiscal Compliance must approve all final grant applications.
- When a grant application of \$10,000-\$50,000 requires an authorized official's signature, **allow 5 business days for the appropriate routing** to occur for review and approval.
- When a grant application over \$50,000 requires an authorized official's signature, **allow 10 business days for the appropriate routing** to occur for review and approval.

The acceptance and approval of grant, interagency (other governmental agencies), Memorandum of Understanding, and revenue-producing contracts must follow superintendent procedures 6220.A. The different levels of review, approval, and execution of grant contracts are listed in the procedure's authority matrix below:

Amount	Initiator	Grants Office	Accounting	Director	Legal	Assoc. Supt.	Asst. Supt. B&F	Supt.	School Board
<b>Up to \$10k</b>	RA, E								
<b>\$10k - \$50k</b>	RA	RA	RA, E	RA	RA				
<b>\$50k - \$100k</b>	RA	RA	RA	RA	RA	RA	E		
<b>\$100k - \$250k</b>	RA	RA	RA	RA	RA	RA	RA	E	
<b>Over \$250k</b>	RA	RA	RA	RA	RA	RA	RA	E	RA

RA = Review and Approve

E = Execute

It is the responsibility of the principal or program manager to submit completed grant applications in a timely manner. Program managers bear the primary responsibility for their grant (i.e., program compliance, appropriate use of funds, and meeting report mandates and end-of-the-grant year deadlines). The Office of Grants & Fiscal Compliance will assist as needed and as requested.

## Notifying the Grants Office of Your Intent to Apply

1. Fill out the "Intent to Apply" form and obtain approval signatures from the school principal or department manager. This form is available on the Grants Office internal "MySPS" webpage. **All grants must demonstrate alignment with the Strategic Plan. Alignment must be described on the form.**
2. Requests will be reviewed, and an approval determination will be made within two business days. This may be dependent on the availability of senior leadership, when required.
3. The grant application/proposal is due to the Office of Grants & Fiscal Compliance for review a minimum of 10 business days before the grant due date. **The Office of Grants & Fiscal Compliance will obtain appropriate district signatures, as required.**
4. Completed proposals will be edited by the Office of Grants & Fiscal Compliance as required.
5. Each school/department is responsible for submitting their final proposal to the funder. Make an extra copy for the Office of Grants & Fiscal Compliance for mandatory record-keeping. **Grants to state and federal governmental agencies must be submitted by the Office of Grants & Fiscal Compliance regardless of who is applying (i.e., school or central office).**

Per school board policy 6114, grants over \$250,000 per school year require school board approval before the funds can be used. Program managers, working in tandem with the Office of Grants & Fiscal Compliance, are responsible for completing a Board Action Report (BAR) to be submitted to the appropriate board committee for approval and for vote by the school board. **It typically takes up to two months from the time a BAR is written to final approval.**

In the event your application is not funded, and the funding agency provides you with feedback on their decision (a letter, email), please forward it to the Office of Grants & Fiscal Compliance. The more data we have on why proposals are not funded, the more we can learn for submitting successful proposals in the future.

## Post Award: Notification of Award Receipt and Accessing Grant Funds

Grant awards follow the process below to be entered into the district's finance system for use:

1. Ensure the Office of Grants & Fiscal Compliance receives a signed grant award document, contract, interagency agreement, or letter of intent to fund. This must be received from an authorized representative of the funding organization. The award documentation must include the following:
  - o Name of the funding agency and funding agency contact,
  - o Amount of the award,
  - o Start and end dates of the award (program period) and/or budget period,
  - o Name of the designated manager responsible for the implementation of the award,



- Contract number or award reference number, if applicable,
  - Type of payment (reimbursable, advanced funded, milestone funded),
  - For reimbursable and milestone grants, the frequency and dates that the District needs to submit invoices under the award,
  - Approved line-item budget,
  - Any “terms and conditions” associated with the implementation and operation of the award.
2. Once received, within two days the Office of Grants & Fiscal Compliance will generate the “Grant Summary Sheet & Fund Code Request” and send it to Grants Accounting to establish the appropriate fund and cost center codes in the financial/SAP system.
  3. Once the accounting codes have been established, the Office of Grants & Fiscal Compliance will distribute a copy of the “Grant Summary Sheet & Fund Code Request” and accompanying documents to the designated district program manager and budget analyst. The budget analyst will load the budget with assigned fund and cost center codes in the amount of the approved grant award. **In cases where the grant is on a different fiscal year than the district, or for multi-year grants, the budget analyst will contact you to discuss what to load for the current SPS fiscal year.**
  4. The Office of Grants & Fiscal Compliance will log the award on its grant inventory and create a grant award file to retain all official correspondence related to this award.
  5. Program managers are responsible for ensuring all grant funds are expended, and on approved activities only. If funds are to be carried forward to the next year the program manager should provide the reason(s) for this request and submit the request to Michael Stone, Director of Grants & Strategic Partnerships, who will then contact the appropriate funding agency for approval as required.
  6. When required, schedule the preparation of any follow-up reports that may be needed. This report will assess the success of the program and is critical to receiving additional funding. Put the due date on your calendar so you don’t forget!

# TIME & EFFORT REPORTING REQUIREMENTS

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Prior to assigning staff to multiple cost centers that include federal awards (e.g., Title I and Baseline, Title I and ME, etc.), you **MUST** inform the staff member they will be required to track and record their daily time spent working within each cost center.

Federal regulation requires that any salary costs charged to a federal award(s) must be based on documentation that meets the following criteria to be allowable:

- The employee's time documented in writing,
- The documentation reflects the actual time spent by the employee on activities of the federal program(s) being charged,
- The period covered by the documentation is not to exceed one month unless an approved substitute system is in place or a semi-annual certification is used to report time and effort for a single cost objective,
- The documentation accounts for all the employee's time for the period covered (including state and local activities),
- The documentation is signed by the employee and the employee's supervisor.

Time and effort monthly reports are required to document that federal funds were charged only for time actually worked on allowable cost activities and to ensure that federal programs paid only their proportionate share of personnel costs. Please keep a record of your time worked, perhaps in your outlook calendar, as documentation in case your Time & Effort report is selected by the state auditor for review.

Contact Pam Faulkner, Title and LAP Supervisor, for assistance. Please expect September & October notification in mid-November. Each month thereafter you will receive notification on or about the 15<sup>th</sup> of each month prior (staff should complete, sign, date and return immediately).

## HOW TO COMPLETE A TIME AND EFFORT FORM

Use the "Flexible-Schedule" form if your scheduled varies from day to day.

Flexible Schedule Instructions:

Notice the funding sources at the top of the page. The budgeted FTE line shows the amount of your position that is funded under each source. At the end of each month, you should be able to show you worked approximately the number of hours in accordance with your funding.

Notes for the use of the Flexible-Schedule form:

- 1) If you do not work on a regularly scheduled day, enter 0 for all columns (make a note in the left-hand column e.g.: sick day, training, etc.).
- 2) The far-right column automatically updates the total hours for the day. Make sure the total hours worked is accurate to your schedule. For a 1.0 FTE teacher that is 7.5 hours.
- 3) The percentages in red at the bottom of the form do NOT have to match the blue "% per Payroll record." The form should show an accurate accounting of your time and it is expected the

percentages will be close but not exact.

- When you have finished filling out the form for the month, please e-sign and date per the directions in the red tab at the bottom of the excel workbook.

For example, if you are funded 0.4 General Fund and 0.1 Learning Assistance Program (LAP) and 0.5 FTE Title I, one week of your T&E form may look something like this:

Budgeted FTE:		0.4	0.1	0.5		
14th	Weekend	0.00	0.00	0.00		0.00
15th	Weekend	0.00	0.00	0.00		0.00
16th		2.00	0.00	5.50		7.50
17th		2.25	1.25	4.00		7.50
18th		1.50	2.33	3.67		7.50
19th		2.00	1.25	4.25		7.50
20th		1.00	1.50	5.00		7.50
21st	Weekend	0.00	0.00	0.00		0.00
22nd	Weekend	0.00	0.00	0.00		0.00
<b>Total Hrs Worked :</b>		8.75	Hrs 6.33	Hrs 22.42	Hrs 0.00	Hrs 37.50
<b>% actual worked :</b>		23%	17%	60%	0%	
<b>% per Payroll record:</b>		40%	10%	50%	#VALUE!	

# LEARNING ASSISTANCE PROGRAM (LAP/HPLAP)

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## LEARNING ASSISTANCE PROGRAM (LAP)

The Learning Assistance Program (LAP) provides supplemental instruction and services to students who are not meeting academic standards in basic skills areas (reading, writing, and mathematics as well as readiness associated with these skills) as identified by statewide, school, district assessments, or other performance measurement tools.

These services may include academic and non-academic supports that focus on accelerating student growth to make progress towards grade level and addressing barriers preventing students from accessing core instruction. The intent is for LAP-served students to increase academic growth during the period of time they are provided services. Activities should align with the LAP law (RCW 28A.165), WACs (392-162), and the Menus of Best Practice for ELA, Math, and Behavioral supports.

**LAP is allocated to schools in the form of full-time equivalency (FTE) at the average salary for the FTE.** LAP allocations are provided to schools based on the percent of students qualifying for free or reduced-price lunch (FRL) at each building.

### LAP – Guidelines

- All elementary schools MUST target level 1, level 2, or students below grade level in reading K-5.
- Middle and high schools must target level 1, 2, or students below grade level in reading or math.
- High schools may use LAP to fund credit retrieval for students in their 3<sup>rd</sup> year of high school for FAILED courses needed for graduation.

Budget must only **supplement, not supplant** (replace) dollars from other sources. The Grants & Fiscal Compliance office must pre-approve all LAP items. Please contact the Title I/LAP supervisor or your school's consulting teacher regarding any desired program changes.

### LAP – May Support:

Subjects Taught / Content Areas:

- K–4 reading or reading readiness, K-2 Readiness, K-12 ELA, K-12 Math;
- **Transition Services** for students transitioning into kindergarten or high school (Grade 8 to 9).
- **Graduation Assistance** offered to students in Grades 11 & 12 or in year 3 or 4 of high school.

Certificated Staff (**Recommended**):

- Non-homeroom certificated staff for small-group instruction with targeted students from a rank order list (i.e., teacher assigned pull-out or push-in groups for remedial or supplemental instruction in one or more of allowable subject areas).
- Secondary staff teaching **supplemental** math or reading courses to targeted students.

Classified Staff – Staff working specifically with rank-ordered students:

- Instructional Assistant (IA) positions/hours in LAP approved subjects only. All LAP funded IAs

must meet ESSA’s “Highly Qualified” requirements – they have earned at least 72 quarter credits (48 semester) at an accredited college/university **OR** passed the “Para Test” (see HR).

**Hourly tutors 15 hours per week per tutor recommended):**

- Hourly Tutors are hired by the school to provide supplemental instruction/intervention in **reading, writing, mathematics, and readiness within these content areas.**

**LAP – Budgeting for Staff Positions**

LAP is intended to supplement basic education through Tier 2 interventions/supports for students who are not proficient on the state assessment or are below grade level on a district assessment. Any LAP funded position beside Academic Intervention Specialists (AIS) must be written into a school’s CSIP with a detailed explanation for how the position qualifies for LAP funding to support targeted students.

**LAP – Budgeting for Non-Staff Items**

Allowable uses may include:

- Supplies (items may not be purchased for the core classroom) and other items requested by the school including student credit retrieval registrations, before/after transportation for identified LAP students, and classified and certificated extra time for working with identified LAP students,
- Supplemental instructional materials for intervention

**All purchases must be approved by the Grants Office before ordering.**

**HIGH POVERTY LAP**

The High Poverty LAP (HP LAP) school allocation is supplemental and a per pupil allocation based on the number of low-income students in the school above the 50% threshold established by the Office of Superintendent of Public Instruction.

**High Poverty LAP – May Support**

Elementary Schools:

- Extended day programs for targeted students in ELA or Math,
- Extended year (Summer School) for students in ELA or Math,
- Small group work in ELA or Math outside of the core instructional block,
- SEL/Trauma-informed supports for students with behaviors impacting growth in ELA & Math.

Middle Schools:

- Extended day programs for targeted students in ELA and Math,
- Extended year (Summer School) for students in ELA or Math,
- Additional 7th period support classes in ELA or Math.

High Schools:

- Extended day support in ELA, math or credit retrieval for 11th or 12th graders,
- Extended year (Summer School) for Credit Retrieval and/or ELA or Math supports,
- Credit Retrieval for 11th or 12th graders needing to retake a course needed for graduation,
- Check and Connect wrap around services

## **Additional LAP Guidance**

Please use the following questions for **LAP planning**, as this information will be **reported in the annual**

Students identified as eligible to participate in LAP services are considered LAP-eligible students for purposes of developing a plan for spending LAP funds. LEAs and schools are encouraged to use the WISSP to guide program design and implementation. LAP-eligible students may be selected for program participation in accordance with LAP program requirements, identified needs, and comprehensive plans. Students selected to participate in LAP services are considered LAP-served students for purposes of LAP enrollment and data reporting.

### **LAP Student Data Report:**

- How will you use student data to identify students for LAP services and determine which services are appropriate?
- How will you use student data to monitor progress? How will you formally review student progress?
- How will you use student data to determine whether students are ready to exit LAP services?
- How will you review the implementation effectiveness of your supplemental curriculum/interventions? (For example: If you observe that a group of students receiving the same intervention are not progressing as expected, how are you determining whether the intervention itself is not effective or if it is not being implemented with fidelity?)
- What method will you use to calculate months of growth?

### **The Annual LAP Student Data Report is due by July 1st each year completed in EDS:**

- Report the amount of academic growth of LAP students
- Report the number of students who gained at least one year of academic growth; and
- specific practices, activities, and programs used by each building that received LAP funding (*see LAP guiding questions above*).

## **Strengthening Student Educational Outcomes: Menus and Reports**

LEAs may provide academic and nonacademic interventions and services to students who are eligible and selected to be served through LAP funds. These interventions and services should align with the identified needs of eligible students and the LEA's comprehensive plan.

Currently, LEAs are encouraged to budget and expend LAP funding using the components of the WISSP. These components include needs assessments, integration and coordination of supports, establishing community partnerships, and data-driven decision making.

# TITLE I, PART A

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## OVERVIEW

Title I, Part A is a federal program designed “To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” Title I, Part A can support early learning and K–12. Title I, Part A programs and services provide customized instruction and curricula that helps students meet academic standards and take an active, engaged interest in what they learn and can do. As the oldest and largest federal education program, Title I, Part A programs build equity of opportunity for children whose struggles often create barriers to their academic success. One-third of the public schools in Washington State operate Title I, Part A programs, providing academic services to over 400,000 students annually.

Title I, Part A is a federally funded program. Its requirements are established by federal law, federal non-regulatory guidance, further augmented by state guidance. Title I, Part A has federal compliance, audit, and data reporting requirements. Title I programs focus on students who qualify for free or reduced-price lunch (FRL), multilingual learners, students with disabilities, migrant, and/or homeless. Students cannot be excluded because they are eligible for other categorical programs (i.e., a student might receive ME services as well as Title I-funded services). District and state data is required to determine groups of students or instructional areas where Title I dollars should be targeted, and to monitor and document program effectiveness.

### Title I School Allocations

Title I allocations are provided to schools based on the rank order percentage of students qualifying for free or reduced-price lunch (FRL) at each building at the following levels:

- Any K-12 school with 75% or more qualified students,
- Any K-5 program with 35% or more qualified students,

Title I per pupil allocations increase as the concentration of poverty increases in the district’s census areas. Office of Superintendent of Public Instruction (OSPI) calculates district allocations and districts determine the formula for distributing their per pupil allocations. Schools run as Schoolwide or Targeted Assistance Title I programs during the 2023-24 school year will be identified and notified no later than March 1, 2023.

## GUIDELINES

Title I funds are intended to supplement basic education through Tier 2 interventions and supports for students who are not proficient on the state assessment or who are below grade level on a district assessment. The use of Title I funding must only **supplement, not supplant** (replace), dollars from other sources.

### Consideration for Developing Instructional Programming with Title I

- Identify, plan for, and implement learning strategies for students who are not meeting the academic standards, according to state and district data, in any of these Title I approved

subjects or content areas: reading, writing, language development, math, and/or kindergarten readiness.

- Hire teachers with multiple categories or endorsements to serve students with learning needs in Title I approved subjects.
- Purchase supplemental instructional materials that support students to meet standards and grade-level benchmarks in Title I approved subjects.
- Provide professional development (PD) funds for staff that focus on student learning, implementing new strategies to increase academic achievement, and/or reducing disproportionality as specified in schools' Continuous School Improvement Plans (CSIP) or the District Improvement Plan (DIP). Long-Term Substitutes may attend PD for the staff they are replacing or for unfilled positions.

### Key Requirements of Title I Programs

- Compliance with federal and state regulations.
- Annual school evaluations of the Title I program, to demonstrate that targeted students' academic performance has improved and/or modify the Title I program as needed.
- Funds must be targeted to benefit those students most at risk of not making adequate yearly progress (per district or state data).
- Each school must have a CSIP developed by building administrators, staff, parents, and community members **and** approved by the Grants & Fiscal Compliance office, Strategic Planning department, and Directors of Schools. The CSIP should include the four components of a Title I School Improvement Plan:
  - Component One: Needs assessment
  - Component Two: Schoolwide reform strategies
  - Component Three: Activities to ensure mastery
  - Component Four: Coordination and integration of services
- Additionally, each year, schools receiving Title I funds are required to provide a current:
  - 1) Professional development plan
  - 2) School-Parent Compact developed with parent participation
  - 3) Parent involvement plan developed with documented parent participation

Copies of all CSIPs will be posted on the district's website. The Grants & Fiscal Compliance office and directors of schools will monitor and support schools to ensure CSIPs are compliant and include all required elements.

### BUDGETING FOR STAFF POSITIONS

Title I may fund staff to provide supplemental instruction in any of these Title I approved subjects for students in preschool to grade 12: reading, writing, mathematics, and readiness within these content areas. When planning your Title I staffing, keep the following guidelines for use in mind:

- **Certificated staff (recommended):** Non-homeroom certificated staff, for small-group instruction (i.e., teacher assigned pull-out or push-in groups for remedial or supplemental instruction in one or more of allowable subject areas). Secondary staff can teach **supplemental**



math or reading courses to targeted students.

- **Classified staff:** Instructional Assistant (IA) positions or staff hours in Title I approved subjects only. All Title I funded IAs must meet ESSA's "Highly Qualified" requirements:
  - Earned at least 72 quarter credits (48 semester) at an accredited college/university OR
  - Passed the "Para Test" (see HR).
- **Hourly tutors** (15 hours per week per tutor recommended): tutors hired by the school to provide supplemental instruction/intervention in **reading, writing, mathematics, and readiness within these content areas.**

Any Title I funded position beside Academic Intervention Specialists (AIS) must be written into a school's CSIP with a detailed explanation for how the position qualifies for Title I funding. All Title I funded positions will be staffed at actual cost. This means schools may only spend up to their allocated amount. For example, if a school is allocated \$120,000 and they fund a teacher who costs \$130,000, the \$10,000 overage will have to be covered by another school funding source. On the other hand, if a school is allocated \$120,000 and they fund a teacher who costs \$110,000, that school will have \$10,000 remaining in their Title I budget.

## BUDGETING FOR NON-STAFF ITEMS

In general, Title I allocations can be used for supplementary supplies and items requested by the school, including membership dues, registration fees, transportation, and classified and certificated extra time in line with their CSIP; supplemental instructional materials; and professional development costs.

When planning your Title I non-staff requests, keep the following guidelines for use in mind:

- **Professional development** that is REASONABLE and NECESSARY, so that:
  - Staff training is directly related to programs consistent with the school-wide program, as stated in the CSIP,
  - Training must be in one or more of the Title I approved subjects: writing, mathematics, and/or readiness within these content areas (i.e., Data Teams, Professional Learning Communities, GLAD, Everyday Math),
  - Includes all instructional staff, certificated, classified, and hourly tutors,
  - Long-term substitutes may attend building/district PD,
  - **Registration for conferences** whose agendas target specific learning needs of the school's struggling students and are in allowable subjects, per above (travel & lodging on case-by-case basis, per school's request to the grants department).
- **Multilingual support**
  - Extra time for multilingual staff to translate documents or interpret conversations or presentations.
  - Publishing documents related to Title I program in multiple languages.
- **Student learning materials & supplies (must be approved by the grants office before ordering)**
  - Supplemental instructional materials that meet the intents and purposes of the programs combined in the school-wide program and are documented in the CSIP,
  - Items that are NOT part of the school's core educational program (i.e., math materials for after-school program for targeted students or research-based materials targeted to the

- specific learning needs of struggling students),
- Supplies essential to supplemental programs combined in the school-wide program, stated in CSIP,
- Copier supplies and paper for activities specified in the school-wide plan, stated in CSIP.

**The Grants & Fiscal Compliance office must pre-approve all Title I items. Please contact your Title I Supervisor or consulting teacher to develop budget plans or to make program changes.**

## **USE OF TITLE I PARENT INVOLVEMENT FUNDING**

Federal law requires a minimum of 1% of each district’s Title I allocation be set aside for parent involvement, and these funds are automatically added to the school budget under cost center \_\_ R5127AZ0. Activities must be for the purpose of increasing parent/family engagement of eligible students in their child’s education. Parent funds **cannot** be used for the sole benefit of adults (such as English as a Second Language (ESL) classes, citizenship classes, books for parents to learn English, supplies for homeless families, etc.).

### **Allowable uses include:**

- Extra staff time and materials for increasing parent/family involvement, meeting the intents and purposes of the programs combined in the school-wide program, stated in the CSIP.
- Extra staff time to provide support for multilingual, migrant, and homeless families.
- Events and presentations that directly pertain to the school-wide program, stated in the CSIP.

### **To use these funds:**

- Program information must be provided to parents in a language that they understand,
- Schools submitting a requisition to use these funds need to state how the activity addresses the goals and objectives of the Title I program,
- If money is used for food or supplies for a parent meeting, schools must submit copies of the following documents to the Grants & Fiscal Compliance office:
  - 10 days prior to the event - A flyer or other invitation provided to parents,
  - 10 days prior to the event - The meeting agenda showing an agenda item of student academic achievement in one or more Title I approved subjects,
  - POST EVENT - The event sign-in sheets indicating which signees were parents and which were staff.

Generally, there is a very high burden of proof to show that paying for food and beverages with federal funds is necessary to meet the goals and objectives of a federal grant. These determinations must be made on a case-by-case basis, and schools will have to make a compelling case that the unique circumstances they have identified would justify these costs as **reasonable and necessary**.

For detailed instructions on the use of these funds, please see the following *“Title I Parent Engagement Fund Guidelines”* on the next page.

## Title I Parent Engagement Fund Guidelines

### Timeline:

All **funding requests** and necessary **documentation MUST:**

- be received by the Title I department no less than **10 DAYS** prior to Parent Engagement event
- go through the B2B Marketplace\*

\*Please Note: All requests for reimbursement through Title I must have **prior approval** from the Title I department.

**Reimbursement requests made without prior approval will NOT be honored.**

**Documentation** (MUST include all three)

#### 1) Parent Flyer or Invite for Eligible Families

#### 2) Meeting Agenda

- The **flyer/invite AND agenda** must state:
  - The event is funded by Title I
  - The specific information eligible families will learn (e.g., strategies families will learn to support the academic growth of their children, how to read the report card, how to prepare for conferences, information about testing)
  - The length of the event
  - If interpretation services are offered and in which languages

#### 3) Sign-In Sheet

Family Sign-in Sheets from the event must include **event title** and **date**.

### Allowable Expenses:

Event is **LESS than 2 HOURS**

- Light snacks (e.g., fruit, cheese, crackers, vegetables and dip, cookies, etc.)

Event is **GREATER than 2 HOURS**

- Light snacks (e.g., fruit, cheese, crackers, vegetables and dip, cookies, etc.)
- Pizza and salad (or comparable) may be purchased if the event occurs during evening mealtime.

**\*\* Parents are not allowed to take food home as this would be a Federal Gift of Funds which is illegal under Title I.**

Please provide a list of any **additional Items to be purchased Title I** for the Family Engagement event.

### After Event

For any event funded by Title I, schools must keep the following on file:

- Family **Sign-in Sheets** from the event that include event title and date
- At least one Parent/Family **Evaluation** of the event

# CITY OF SEATTLE FAMILIES, EDUCATION, PRESCHOOL, & PROMISE (FEPP) LEVY

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## OVERVIEW

The Families, Education, Preschool, and Promise (FEPP) Levy is a voter approved levy from the City of Seattle aimed at supporting Seattle students. FEPP School-Based Investments were awarded through a competitive request for investment (RFI) process and managed by the City of Seattle Department of Education and Early Learning (DEEL).

Background information for the current levy cycle can be found at the DEEL website:  
<https://www.seattle.gov/education/big-initiatives/fepp-levy/school-based-investments>

## BUDGETING & APPROPRIATE USES OF FEPP LEVY FUNDING

The intent of this section is to inform schools' budgeting of FEPP funding. All levy expenditures must be linked to services or supports targeted to improving outcomes for levy focus students. These services should be identified in your approved levy work plan. Schools may be asked to provide additional information and/or data that link the proposed investment to improving their levy-related student outcomes and indicators.

Schools may not include proposed FEPP funding in their 2023-24 budget until DEEL has approved the school's planned uses. Approvals are expected by the end of March.

### Salaries

Budget projected staffing at estimated actual costs, including pension, payroll taxes, medical benefits, sick leave, substitute time, and applicable stipends. If a proposed position does not currently exist at your school, use the average salary rate. Please work with your budget analyst to estimate the full cost of positions. **Schools must have written approval from DEEL to budget a position.**

### Schools can use Levy Budget to Fund:

- Personal service contracts with community-based organizations to provide academic interventions and social, emotional and family support services programming to levy focus students,
- Supplies and materials linked to interventions for levy focus students,
- Certificated or classified FTE (i.e., Academic Interventionist/Levy Coordinators) and/or extra time for services to levy focus students during extended learning opportunities (e.g., before or after school, during Saturday programs, school breaks),
- Extra time for certificated or classified staff for professional development opportunities that will allow staff to meet the needs of levy focus students.
- **DEEL will approve on a case-by-case basis levy budget to fund:** Additional certificated or classified staff to provide services during the school day for levy focus students. The staff must add to and **not supplant** the allocation provided to the school by the district. For example, if a school is allocated 4.50 certificated FTE teachers from the district, the school can use levy base

budget to fund an additional 0.50 certificated FTE teacher to provide interventions for levy focus students during the school day.

### **Schools Cannot use Levy Budget to:**

- Supplant federal, state, or district funds for core academic services,
- Purchase general school supplies and/or textual materials for core instruction,
- Staff certificated, classified, or administrative positions funded by the state as part of basic education, but not allocated to schools by the district (e.g., elem. guidance counselor positions funded by the state).

### **Performance Pay Funds**

- Please note that above spending guidelines for “Base” Levy funds do not apply to schools’ performance pay. The intent of performance pay is to provide additional funding support to Levy focus students allowing schools flexibility in determining how to invest these dollars.
- Schools must spend their Levy performance pay earnings in accordance with district guidelines; however, they do not need to secure DEEL approval for their performance pay spending plans.
- Performance pay balances can be confirmed by contacting the grants office. Schools may request the grants office load funds as the school identifies spending needs.

## **PROCESS FOR FEPP LEVY BUDGET AMENDMENT REQUESTS**

Schools wishing to make changes to their levy “Base” budget must follow the process below:

### **Moving less than \$5,000**

1. Principal or key levy contact emails DEEL consultants with request, including description of how funds will be used differently,
2. Principal or key levy contact person makes draft amendments to levy workplan that reflect the budget request,
3. DEEL consultant emails approved budget changes to:
  - Pam Faulkner ([pdfaulkner@seattleschools.org](mailto:pdfaulkner@seattleschools.org)) for elementary schools,
  - Min Yee ([mlyee@seattleschools.org](mailto:mlyee@seattleschools.org)) for middle and high schools,
  - Copying Michael Stone ([mastone@seattleschools.org](mailto:mastone@seattleschools.org)), Kenny Ching ([kwching@seattleschools.org](mailto:kwching@seattleschools.org)), Marie Guzzardo ([maguzzardo@seattleschools.org](mailto:maguzzardo@seattleschools.org)), and DEEL staff,
4. The grants office will make the applicable changes in SAP.

### **Moving more than \$5,000**

1. Principal or key levy contact emails DEEL consultant with request, including description of how funds will be used differently and with draft amendments to work plan that reflect the budget request. DEEL consultant will forward on to DEEL staff for approval if it supports their levy work plan.
2. DEEL staff emails approved budget changes to
  - Pam Faulkner ([pdfaulkner@seattleschools.org](mailto:pdfaulkner@seattleschools.org)) for elementary schools,
  - Min Yee ([mlyee@seattleschools.org](mailto:mlyee@seattleschools.org)) for middle and high schools,
  - Copying Michael Stone ([mastone@seattleschools.org](mailto:mastone@seattleschools.org)), Kenny Ching ([kwching@seattleschools.org](mailto:kwching@seattleschools.org)), Marie Guzzardo ([maguzzardo@seattleschools.org](mailto:maguzzardo@seattleschools.org)), and

DEEL staff,

3. The grants office will make the applicable changes in SAP, unless FTE changes are required. In the event the change requires shifting FTE budget, the grants office will contact the relevant budget analyst.

## DOCUMENTATION FOR EXTRA TIME COSTS

If schools are using levy funds to pay staff extra time associated with the work plan, schools must maintain adequate documentation as required by SPS guidelines to validate the use of those funds (i.e., student attendance sheets at extended learning opportunities, staff attendance sheets at professional development, information regarding scope of work with students, adherence to district guidelines regarding payment of extra time for out of school hours and planning time and payment guidelines for extra time based on the CBA).

## FEPP LEVY BUDGET CODES

		Elementary	Middle	High
<b>Fund Code</b>	Base Levy Plan	1L74	1F68	1H48
	Performance Pay	1AA6	1AA2	1AA4
<b>Cost Centers</b>	Base Levy Plan	__ L79_ _EJ0	__ L79_ _TE0	__ L79_ _YJ0
	Performance Pay	__ L79_ _A60	__ L79_ _A20	__ L79_ _A40

## F. QUICK REFERENCE DOCUMENTS

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### **IN THIS SECTION:**

- Account Code Reference Guide
- Average School Staff Costs
- Pension, Payroll Taxes, and Medical Benefit
- Stipends
- Per Diem, Extra Time, Hourly Positions, and Release Days
- Special Education Expenditure Guide

# ACCOUNT CODE REFERENCE GUIDE

This sheet is a guide to some of the most used Fund 1000 cost centers and commitment items. For more detail about these commitment items, see [Commitment Item Definitions](#) guide on the MySPS Business and Financial Forms webpage. We use "\_\_" as a placeholder for the 2-digit organization code of your site (e.g., BA = Bagley, PA= Pathfinder).

Cost Center Description	Cost Center		Commitment Item and Description	
	Basic Education	Equity Dollars		
<b>Baseline Budgets</b>				
- Library	__ A0122010	__ F0122010	5642	Library Materials
	__ B0122010		5643	Periodicals
- Principal/Main Office	__ A0123010	__ F0123010	2072	PASS cell phone allowance
			30597358	Office Helper
			3062	Office Staff Extra/Over Time
			5610	Office Supplies
			5613	Postage
- Counseling	__ A0124010	__ F0124010	5610	Counseling Supplies
- Student Safety	__ A0125010	__ F0125010	20220606	Safety Patrol Stipend
			30597356	Playground/Lunchroom Supervisor
			3062	Classified Extra/Over Time
- Health/Nurse	__ A0126010	__ F0126010	5610	Health Related Supplies
- Teaching	__ A0127010	__ F0127010	0510	Copier and Publishing Services Jobs
			0590	Nutrition Services Catering
			0710	Maintenance Work in School Buildings
			2043	Cert Workshop Sub ( <i>Not PD Time</i> )
			2062	Cert Extra Time ( <i>Not PD Time</i> )
			3043	Classified Workshop Subs ( <i>Not PD Time</i> )
			30597352	Classified Hourly Tutors
			30597357	Volunteer Coordinators
			3062	Classified Extra/Overtime (IA's or ClasBLT)
			5610	Consumable Instructional Supplies
			5641	Books & Textual materials in classroom
			5650	Software/Software Licenses in classroom
			7811	Registration/ Admission Fees for Students
			7513	Student Transportation
			7514	Contracted Field Trips
- Extracurricular	__ A0128010	__ F0128010	20220420	Elementary Recreational Stipend
- Professional Development	__ A0131010	__ F0131010	2043	Cert Workshop Subs (PD Only)
			2062	Cert Extra Time (PD Only)
			3043	Classified Workshop Subs (PD Only)
			3062	Classified Extra/Over Time (PD Only)
			7580	Registrations (PD Only)



Cost Center Description	Cost Center		Commitment Item and Description
	Basic Education	Equity Dollars	
<b>Baseline Budgets</b>			
			7330 Contractual Services Prof Development
			8581 Travel Same Day ( <i>within 24-hour period</i> )
			8583 Travel Extended ( <i>overnight, over 24 hrs.</i> )
- Instructional Technology	-- A0132010	-- F0132010	30597799 Hourly Tech
			5650 Software & Licenses (non-curricular only)
			5615 Minor Equipment (under \$5,000)
<b>Special Education</b>			
- OT/PT/SLP Health	-- S21263R0		5610 OT/PT/SLP Special Education Supplies
- Curriculum - K-12	-- S21333R0		5641 Special Ed. Curriculum Materials Only
- Curriculum - Preschool	-- S21333A0		5641 Special Ed. Curriculum Materials Only
<b>Bilingual Education</b>			
- Teaching	-- T6527010		3062 Class Extra Time ( <i>Translations by I.A.</i> )
- Curriculum	-- T6533010		5641 Bilingual Curriculum Materials Only
<b>Self Help General</b>			
- Teaching	-- X7927450		5610 Supplies
			5641 Textual Materials
			5613 Postage
			7514 Contracted Field Trips
			7811 Student dues and fees
<b>Substitute Reimbursement</b>			
- Teaching	-- X0127400		2062 Sub-Reimbursement Cert Extra Time
			3062 Sub-Reimbursement Clas Overtime
			5610 Consumable Instructional Supplies

## Control Levels

### Baseline Cost Centers – Fund 1000

Fund 1000 cost centers have shared budget control at their third digit (sub-org) - 2-digit Organization Code + **1-digit sub-org** (e.g., all Alki cost centers ALAxxx010 share budget). This means that you can make purchases using any cost center/commitment item despite the individual line's budget amount if there is sufficient budget in total for the sub-org.

### Grant Cost Centers – Fund 1C01, 1A28, 1F66, etc.

Grants have shared budget control to the first digit of their commitment items - Fund 1xxx + 10-digit cost center+ **First digit of commitment item** (e.g. the following Pathfinder LAP budgets are separate - Fund 1A28 + PAR55274B0 + 5xxx; Fund 1A28 + PAR55274B0 + 7xxx). This means that to make purchases there must be sufficient budget in the exact cost center and group of commitment items you plan to use. Contact your budget analyst to adjust the line-item budgets as needed.

# AVERAGE SCHOOL POSITION COSTS

The following is a list of the estimated 2023-24 district-wide average position costs. This list is primarily used for budgeting staff with non-staff (discretionary) allocations from the Weighted Staffing Standards (WSS) model. Positions are budgeted at average cost both when a school uses their FTE allocations, and when they decide to turn discretionary dollars (per-pupil base allocation or equity dollars) into FTE. These rates are **estimated for budgeting purposes at the time of budget development and subject to change.**

An employee’s actual cost is used when budgeting with grants and some other funding sources. Please work with your budget analyst for clarification on average vs. actual cost.

<b>Position</b>	<b>Commitment Item</b>	<b>Average Salary at 1.0 FTE with Pension, Payroll Tax, &amp; Medical</b>
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### **Certificated Administrative Staff**

Assistant Principal – Elementary	22201058	\$211,941
Assistant Principal – K-8	22403752	\$220,297
Assistant Principal – Middle School	22401059	\$219,802
Assistant Principal – High School	22401060	\$229,001

### **Certificated Instructional Staff**

Teacher – Kindergarten	23101180	\$149,608
Teacher – Elementary	23101190	\$149,608
Teacher – Elementary PCP/Specialist	23403483	\$149,608
Teacher – Elementary Instrumental Music (EIM)	23101705	\$149,608
Teacher – Elementary, Bilingual BE–ESL	23301173	\$160,855
Teacher – Middle School	23201205	\$149,880
Teacher – Alternative Middle School	23201215	\$149,880
Teacher – CTE, Middle School	23202952	\$149,880
Teacher – High School	23201210	\$152,151
Teacher – CTE, High School	23201230	\$152,151
Teacher – Secondary, Bilingual BS–ESL	23301175	\$160,855
Teacher – Special Education	23301240	\$145,406
Academic Intervention Specialist – Reading/Math	23303934	\$157,639
Academic Intervention Specialist – Professional Dev.	24003933	\$158,502

<b>Position</b>	<b>Commitment Item</b>	<b>Average Salary at 1.0 FTE with Pension, Payroll Tax, &amp; Medical</b>
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**Certificated Support Staff**

Activity Coordinator	25101036	\$167,821
Counselor – Elementary	24201418	\$146,424
Counselor – Middle School	24201422	\$162,066
Counselor – High School	24201420	\$161,416
Head Teacher	24001689	\$171,910
House Administrator	24001700	\$151,672
Librarian – Elementary	24101710	\$170,045
Librarian – Middle School	24101712	\$166,872
Librarian – High School	24101713	\$170,377
Nurse	24701730	\$144,791
Social Worker	24401423	\$146,424

**Classified Instructional Staff**

Instructional Assistant - 203	39106530	\$77,761
Language Immersion IA - 203	39106389	\$86,224
Bilingual IA - 203	39106531	\$83,126
Special Education IA - 203	39106860	\$82,054

**Classified Support Staff**

Admin Secretary – Elementary - 222	39406057	\$101,043
Admin Secretary – Middle School - 260	39406061	\$117,452
Admin Secretary – High School - 260	39406063	\$118,429
Admin Secretary – Alternative - 222	39406060	\$101,043
Admin Secretary – Alternative - 260	39406062	\$118,267
Assistant Secretary – Middle School - 203	39400155	\$78,741
Assistant Secretary – Middle School - 222	39406117	\$80,906
Assistant Secretary – High School - 222	39406115	\$80,906
Attendance Specialist – Middle School - 203	39406150	\$77,597
Attendance Specialist – High School - 203	39406151	\$83,238
Counseling Secretary - 203	39406492	\$70,806
Elementary School Assistant - 203	39406332	\$78,216

<b>Position</b>	<b>Commitment Item</b>	<b>Average Salary at 1.0 FTE with Pension, Payroll Tax, &amp; Medical</b>
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**Classified Support Staff (continued)**

*Corrected from initial publication 3/7/2023*

Career Center Specialist - 203	39106189	\$92,813
Computer Lab Assistant - 203	39106299	\$87,575
Computer Support Specialist - 260	39600283	\$131,493
Coordinator of School/Family Partnerships - 223	39603035	\$128,690
Correction Education Associate - 203	39106310	\$99,740
Data Registration Specialist – High School - 222	39406319	\$101,642
Data Registration Specialist – High School - 260	39406326	\$120,331
Data Registration Specialist – Middle School - 222	39406318	\$101,642
Family Support Worker - 222	39106380	\$108,452
Fiscal Specialist – High School - 222	39406652	\$103,279
Fiscal Specialist – Middle School & Alternative - 203	39406658	\$81,751
High School Graduation Success Coordinator - 203	39100804	\$91,579
Home School Coordinator - 203	39106510	\$77,763
Library Assistant – Elem & K-8 - 203	39406564	\$79,354
Library Assistant II – High School - 203	39406566	\$73,215
Preschool Instructional Assistant - 203	39103532	\$74,487
Re-Entry/Intervention - 204	39106751	\$104,565
Student and Family Advocate - 204	39106002	\$112,215
Student and Family Advocate - 260	39106881	\$140,669
Youth Services Assistant - 203	39106955	\$77,328

# PENSION, PAYROLL TAXES, & MEDICAL BENEFIT

The following rates reflect the **projected** 2023-24 school year mandatory costs to the district for staff and non-staff items. Medical benefits and pension and payroll taxes will differ depending on the type of staff or personnel cost. These rates are **estimated for budgeting purposes and subject to change**.

This rate list is primarily useful for estimating actual costs. For example, if a department wants to budget for one hour of per diem for a teacher paid at \$40 per hour, they must apply the certificated non-staff taxrate of 27.06% to find the actual cost they will be charged, in this case \$50.82. See *EXAMPLE: How to use rates* table. Please work with your budget analyst for questions and clarification.

Position Type	Expenditure Type	Pension Taxes	Payroll Taxes	Total Tax Rate	Medical Benefit*
Certificated	FTE	14.92%	12.14%	<b>27.06%</b>	\$13,260
	Extra-Time & Stipends	14.92%	12.14%	<b>27.06%</b>	-
Classified	FTE	11.91%	12.14%	<b>24.05%</b>	\$13,260
	Hourly & Over-Time	11.91%	12.14%	<b>24.05%</b>	-
Certificated & Classified	Substitutes & Hourly	-	12.14%	<b>12.14%</b>	-

\* Rate is the average full medical benefits. Employees are eligible for full medical benefits based on annual hours worked.

<b>EXAMPLE:</b>	A	B	C	D	E	F	G	<b>A+B+C+D+F+G</b>
<b>How to use rates</b>	Base Pay	Contract Days*	Tech Days*	TRI*	Tax Rate	Taxes	Medical	<b>Total Cost</b>
<b>Cert FTE</b>	\$91,737	\$2,548	\$2,039	\$13,856	27.06%	\$29,815	\$13,260	\$153,255
<b>Cert Extra-Tim</b>	\$40/hour	-	-	-	27.06%	\$10.82	-	\$50.82
<b>Classified FTE</b>	\$74,555	-	-	-	24.05%	\$17,930	\$13,260	\$105,745
<b>Class Overtime</b>	\$40/hour	-	-	-	24.05%	\$9.62	-	\$49.62
<b>Substitutes</b>	\$40/hour	-	-	-	12.14%	\$4.86	-	\$44.86
<b>Hourly Staff</b>	\$17.27/hour	-	-	-	11.16%	\$1.86	-	\$19.13

\* Contract Days, Tech Days, & TRI (Time/Responsibility/Incentive) pay is for certificated staff.

# STIPENDS

The following list reflects 2023-24 common curricular and extracurricular discretionary stipends based on the Seattle Education Association Collective Bargaining Agreement. "Stipend Amount" reflects the gross compensation amount while "School Responsibility" includes the addition of pension and payroll taxes reflecting the total estimated cost to the school.

<b>Stipend Title</b>	<b>Commitment Item</b>	<b>Stipend Amount</b>	<b>School Responsibility</b>
<b>Curricular (Discretionary)</b>			
Building Leadership Team	20220543	\$4,060	\$5,159
Building Safety Committee	20220649	\$2,000	\$2,541
Chemical Hygiene Officer I	20220555	\$1,568	\$1,992
Chemical Hygiene Officer II	20220556	\$1,306	\$1,659
Chemical Hygiene Officer III	20220557	\$980	\$1,245
Dept Head I: 30 or More classes or 7 or More FTE'S	20220500	\$3,898	\$4,953
Dept Head II: 16-29 classes or 4-6 FTE'S	20220501	\$3,261	\$4,143
Dept Head III: 6-15 classes or 2-3 FTE'S	20220502	\$2,798	\$3,555
Dept Head IV: 1-5 classes or 0.2-1 FTE	20220503	\$1,819	\$2,311
Educational Tech Leader I (Elem Level)	20220547	\$2,055	\$2,611
Educational Tech Leader I (Sec Level)	20220548	\$2,321	\$2,949
Elem Curriculum	20220504	\$2,055	\$2,611
Elem Instruction	20220505	\$2,055	\$2,611
Elem Music (Choral)	20220506	\$1,198	\$1,522
Head Counselor	20220520	\$3,467	\$4,405
Instructional Liaison	20220508	\$2,055	\$2,611
Racial Equity Team	20220632	\$4,060	\$5,159
Subj Matt Spec I	20220511	\$2,321	\$2,949
Subj Matt Spec II	20220512	\$1,867	\$2,372
Subj Matt Spec III	20220513	\$1,581	\$2,009
Subj Matt Spec IV	20220514	\$1,464	\$1,860
Teacher Advisory Council	20220564	\$1,154	\$1,467
Team Leader I: 7 or More FTE'S	20220515	\$3,898	\$4,953
Team Leader II: 4-6 FTE'S	20220516	\$3,261	\$4,143
Team Leader III: 2-3 FTE'S	20220517	\$2,798	\$3,555
Team Leader IV: 0.2-1 FTE	20220518	\$1,819	\$2,311

<b>Stipend Title</b>	<b>Commitment Item</b>	<b>Stipend Amount</b>	<b>School Responsibility</b>
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**Extra-Curricular (Discretionary)**

Annual	20220601	\$2,660	\$3,380
Building Coordinator Athletics	20220613	\$1,955	\$2,484
Debate	20220602	\$1,481	\$1,882
Elem Recreational	20220603	\$1,982	\$2,518
Elem School-Home Communication Coordinator	20220604	\$1,982	\$2,518
Newspaper	20220605	\$2,660	\$3,380
Safety Patrol	20220606	\$1,408	\$1,789
Senior Class Advisor	20220607	\$1,594	\$2,025
Stockroom	20220608	\$2,520	\$3,202

<b>Band, Choral, Drama, &amp; Orchestra</b> stipends are split amongst a total dollar amount <b>based on the size of school</b> seen at right	<b>Commitment Item</b>	<b>Secondary School</b>			
		<i>Corrected from initial publication 3/7/2023</i>			
		<b>Stipend Amount/ +Taxes</b>		<b>Stipend Amount/ +Taxes</b>	
		<b>less</b> than 1,500 students		<b>more</b> than 1,500 students	
Band, Choral, Theater	20220609-11	\$1,829	\$2,324	\$2,469	\$3,137
Orchestra	20220612	\$1,829	\$2,324	\$2,969	\$3,772
Theater Prod Asst	20220615	-	-	\$1,511	\$1,920

# PER DIEM, EXTRA TIME, HOURLY POSITIONS, & RELEASE DAYS

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The purpose of this section is to provide guidance for budgeting per diem, extra time, common hourly positions, and specific types of daily activities or substitutes as defined by the Seattle Education Association Collective Bargaining Agreement ([CBA](#)).

The Classification & Compensation office will provide a list of the actual 2023-24 rates on the MySPS Human Resources webpage under "Salary Schedules" near the beginning of the school year.

## PER DIEM RATES

Per diem rates are the daily or hourly rate of pay derived from a teacher's base salary and responsibility incentive divided by 180 days. Per the CBA, per diem rates should only be used in the following circumstances:

- Part-time teachers working full TRI days will receive per diem pay for the difference in their daily hours and the TRI day hours. *For example, if a part-time teacher only works 4 hours regularly, but attends a TRI day, all day, they should submit a time sheet for any hours above 4 at their per diem rate.*
- Secondary schools are each allotted 25 hours-worth of time for the curriculum area departments. Employees assigned to this work should be paid at their per diem rate.
- Employees with supplemental contracts that extend their work year beyond the 180 contracted days (not including TRI) shall be paid at the per diem rate (e.g., counselors, librarians and nurses work a longer year than classroom teachers and are paid at the per diem rate for those extra days).
- Employees whose summer assignments involve the same or similar kinds of duties and responsibilities as their regular school year assignments shall be paid at the per diem rate. Currently contracted certificated employees hired as summer semester teachers will be compensated at the average hourly rate for a teaching position in effect in that fiscal year, or their own base hourly rate of pay, whichever is higher.
- Time attending mandatory professional development.

For inquiry into per diem rates please work with your Human Resources business partner. All other extra time performed by certificated staff will be compensated at the extra time rates on the following page.



## EXTRA TIME RATES

Extra time rates are rates paid for activities outside of the regular workday or work year not covered by the above per diem rate activities. Extra time rates should only be used if the teacher is not already being compensated for the work. For example, if a stipend is being paid for an activity, extra time should not also be submitted for the work. Long-term substitutes who work beyond their regularly scheduled workday and turn in extra time forms will also use the rates listed below. If a timesheet is submitted without listing one of the activities/hourly rates below, the default rate will be the "Guided Activities" rate. Rates here are **estimated for budgeting purposes and subject to change**.

The [CBA](#) outlines the following types of Extra Time rates and when they should be used:

Activity Type	Base Rate	Estimated Rate with Pension & Payroll Taxes
<b>Semi-Independent Activities</b> - An employee instructing an in-service class; designing and writing new curriculum; or serving as the assigned chairperson of a curriculum-type committee or project. Professional development offered in the 21-22 school year that is not mandatory will be paid at this rate.	\$39.26	\$49.88
<b>Guided Activities</b> - An employee serving as a member of a curriculum revision committee; an instructional materials development committee; or attendance by certificated employees at certain voluntary in-service activities, including a coach's clinic.	\$29.12	\$37.00
<b>Required Activities</b> - Required attendance by certificated employees for activities initiated and established by the administration or required at the building level.	\$40.82	\$51.87

### Important Note:

- The school is responsible for covering the "**Estimated Rate with Pension & Payroll Taxes**" total.
- Please visit the Seattle Public Schools salary schedules website for documentation of this information.
- See *Combined Substitute Schedule* for Sub Reimbursement Rates.

## SUBSTITUTES

The following table provides total 2023-24 **estimated cost estimates** of average daily rates for substitutes that can be used to help develop a budget plan. Actual substitute rates will depend on the number of days worked. Please contact the Substitute Office for more information about how the rates are determined. Rates shown below are **estimated for budgeting purposes and subject to change**.

The school is responsible for covering the "Estimated Rate with Pension & Payroll Taxes" total.

Expenditure Type	Staff Type	Base Daily Rate	Estimated Rate with Payroll Taxes
Estimated Average Daily Workshop & Sick Leave Substitutes	Certificated	\$274	\$307
	Parapro	\$218	\$244
	Clerical	\$218	\$244

Hourly rates on the combined substitute salary schedule are derived by dividing the daily rates by a 7-hour workday. For more information about substitute compensation, please see Article V of the [2022-25 SEA Certificated CBA](#).

### Long-term Substitutes

Certificated Substitutes shall be paid at the contract teacher rate for any assignment that exceeds fifteen (15) consecutive workdays retroactive to the first day of assignment. When open substitute assignments are reasonably expected to last forty-five (45) days or more, the substitute shall be placed and staffed in the position or in a benefit eligible substitute position, with contract pay, healthcare and welfare benefits and retirement (only applies to building position). Eligibility shall be for a minimum of three (3) months or longer if they continue in that assignment(s) after the forty-fifth (45th) workday. The substitute will continue to receive health benefits through the end of the budget year if they continue working in the same assignment through the end of the work year.

Long-term substitutes who work beyond their regularly scheduled workday and turn in extra time forms will also use the rates listed in the previous page.

Please visit the Seattle Public Schools salary schedules website for complete details of the substitute salary schedule.

## COMMON HOURLY POSITIONS

The following table provides common hourly positions hired by schools and 2023-24 total cost **estimates of rates for budgeting purposes**. The intent of this table is to help estimate the cost of these positions for school budgeting purposes. To identify the actual rate that a specific staff person will be paid, please contact the Classification & Compensation office.

The school is responsible for covering the “**Rate with Payroll Taxes**” total. Current represented classified employees with a second hourly role who work over eight (8) hours in a day must be paid time and a half.

Position	Job Code	Rate Effective			
		January 1, 2023		January 1, 2024*	
		Rate	Rate with Payroll Taxes	Estimated Rate*	Estimated Rate with Payroll Taxes*
Tutor	30597352	\$18.69	\$20.96	\$20.11	\$22.55
Office Helper	30597358	\$18.69	\$20.96	\$20.11	\$22.55
Hourly SPS Students	Varies	\$18.69	\$20.96	\$20.11	\$22.55
Playground Supervisor	30597356	\$18.69	\$20.96	\$20.11	\$22.55
Volunteer/Tutor Coordinator	30597357	\$18.69	\$20.96	\$20.11	\$22.55

\*Estimated Rate – based on City of Seattle minimum wage

Please visit the Seattle Public Schools salary schedules website for a comprehensive list of hourly positions.

# SPECIAL EDUCATION EXPENDITURE GUIDE

Special Education School Funds – What Can and Cannot Be Purchased - Updated as of 2/1/23		
Activity	Approved Spending	Disapproved Spending
<b>Student Learning Materials &amp; Supplies</b>	Supplemental instructional materials for programs for targeted students that are IEP driven.	<ul style="list-style-type: none"> <li>• Additional core materials needed due to increased enrollment.</li> <li>• Consumables that are part of district adopted curriculum.</li> </ul>
	Computer software or hardware that directly supports the specific learning needs of special education identified students. These items must be for students' IEPs and must not already be provided by the district for standard learning opportunities.	<ul style="list-style-type: none"> <li>• Adding computers to a lab.</li> <li>• Software not directly tied to IEPs.</li> </ul>
	Supplies for essential classroom learning opportunities such as life skills classes, social-emotional SDI supplies, and consumables for specially designed instruction.	<ul style="list-style-type: none"> <li>• Supplies that are part of the learning program during the regular school day.</li> <li>• Food for students.</li> </ul>
<b>Other Supplies</b>	None	<ul style="list-style-type: none"> <li>• Supplies that are part of all other Gen Ed classrooms.</li> <li>• Copier supplies and paper.</li> <li>• Nursing supplies.</li> </ul>
<b>Multilingual Student Support</b>	None	Extra time for ME staff to translate documents or interpret conversations as they pertain to the student family involved IEP meetings. This must be paid from either the school's ME or baseline budget. In the case the school does not have enough funds, please contact the assigned area Student Support Services Supervisor for availability of funds.
<b>PD</b>	Limited professional development linked to student IEP services may be allowed. Contact your Student Support Services Supervisor for prior written approval.	Most professional development costs for special education staff (subs, extra time, registrations). See approved column for exceptions.

See the "Special Education" section on page 50 of this book for an in-depth overview of this information.

## G. LIST OF IMPORTANT FORMS

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The links to following list of forms can also be found on our internal MySPS Budget Office webpage under ["Budget Forms."](#)

- Multilingual (EL) School Plan
- Intent to Apply for a Grant
- Request for Advance Commitment to Expend Grant Funds
- SAEOP Office Staffing Plan
- Stakeholder Identification of Budget Process Concern
- Statement of Assurance
- SEA Waiver Request
- WSS Waiver Request
- Elementary Counselor Social/Emotional Learning Plan