

School Budget Development Instructions

2024-2025



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Changes:

- Removes PCP guidance language on p. 29



2024-2025 School Budget Development Instructions

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ABOUT THE GOLD BOOK

The School Budget Development Instructions (“Gold Book”) is developed annually by the Budget Office to provide guidance to school leaders on key dates, processes, costs, and program requirements related to building a school budget.

The Gold Book does not provide specific information on school allocations or the WSS funding model. This will be provided in late February in the Schools’ Funding Allocations book (“Purple Book”).

The Gold Book includes 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 Staff:** Guidelines on the allocation model, waiver requests, and labor relations.
- D. Instructional and Districtwide Support Services:** Information on various program requirements and central department support options.
- E. Grants:** Information on grant requirements, uses, and procedures.
- F. Quick Reference Documents:** Staff costs, common budget items, program purchase guides, and list of important forms.

GOLD BOOK CHANGES FOR 2024-25

The following are key changes found in the 2024-25 Gold Book:

Annual updates to average salary cost.

Average staff costs have been adjusted to reflect estimated compensation and benefits costs.

Advance carryforward will be allowed.

Advance carryforward will be available to schools during the 2024-25 budget development process and will be allowed for staff funding.

Title I thresholds for middle schools are adjusted.

The threshold for receiving Title I was reduced for middle schools. Title I allocations are now provided to middle schools that have 55% or more qualifying students. Previously middle schools were allocated Title I only for 75% or more.

Changes to K-3 teacher allocations require a waiver.

K-3 Teacher allocations are based on class size models and should be used to fund homeroom teachers. If schools would like to use a K-3 teacher allocation for any other teaching position, they will need to submit a WSS waiver to request this change.

For changes to the WSS model, refer to the Schools' Funding Allocation book ("Purple Book").

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A. GENERAL GUIDANCE

IN THIS SECTION:

- School Budgeting Calendar
- Developing Your School Budget
- Who to Contact – Finance & Human Resources

SCHOOL BUDGETING CALENDAR

February 27	School allocations for 2024-25 are distributed to schools and SPOT system is updated with allocations.
February 28 – March 8	Staffing workshops
March 6	Waiver requests are due by 6:00 p.m. to waivers@seattleschools.org
March 7 – 8	SPS waiver review
March 11	SPS decisions on WSS waivers communicated to principal, HR business partner, budget department, and regional executive director of schools.
March 11 – March 15	SEA waiver review
March 18 (anticipated)	SEA decisions on SEA waivers communicated to principal, HR business partner, budget department, and Regional Executive Director of schools.
March 18 – 27	Budget Arenas - Complete entry of staff and non-staff budgets in SPOT.
March 27	Last day to submit school budgets in SPOT.

DEVELOPING YOUR SCHOOL BUDGET

The school principal is responsible for preparing and submitting a school budget that aligns with the school's 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), 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 should be involved in budget development at the middle school and high school levels. Regional Executive Directors can help principals with collaboration techniques to ensure all interests are engaged in the school's budget development.

Process Overview

1. School teams determine priorities and develop budget scenarios.
2. Plan for resource increases or decreases based on school enrollment trends.
3. Adjust and finalize budget plan based on final school allocation.
4. Attend staffing workshops to prepare staff budget.
5. Submit the finished school's budget during the budget arena meeting.

1. DETERMINE BUDGET PRIORITIES AND DEVELOP BUDGET SCENARIOS

In January and February principals should work with their BLT, Regional Executive Director, Human Resources business partner and the budget office to:

- Attend trainings and gather information to help with budgeting.
- Use the school's CSIP and 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 23).

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.

2. 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 53. Schools with existing grants may have approval to carry forward balances to the next year. See "Prior Year Carry Forward" on page 24 for more information.

3. ADJUST FOR YOUR FINAL SCHOOL ALLOCATION

WSS allocations provide staff resources designed to meet 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 in the WSS allocation 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 a school receives their allocation page with Weighted Staffing Standards (WSS) allocations for the upcoming year, they should carefully review the information for any potential errors. The page should be used by a school to communicate any necessary changes and adjust the planned budget. For more information on the WSS allocation model see page 12.

Submit waiver requests: After reviewing the staffing allocations and specific school priorities, schools may request a waiver to alter one or more of their allocated positions to better fit the needs and programs at the school. See the "Waiver Process for the WSS" on page 18.

4. ATTEND STAFFING WORKSHOPS

Each principal is scheduled for a staffing workshop meeting with their HR business partner 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 needed to submit the final staffing and budget.

Principals should bring a draft staffing plan to the staffing workshop.

5. FINALIZE THE BUDGET IN BUDGET ARENAS

Each principal is scheduled for a budget arena meeting with their HR business partner to finalize and submit their 2024-25 budget in [SPOT](#). The purpose of the budget arena is to:

- Assign any final WSS allocations to staff positions.
- Assign available grant funding to positions and other planned spending.
- Displace staff without funded positions.
- Adjust budgeting for waiver requests that are approved or denied.
- Budget non-staff per-pupil and equity allocation (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 final 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.

WHO TO CONTACT – FINANCE & HUMAN RESOURCES

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

BUDGET OFFICE

Executive Director of Budget

Linda Sebring

Manager of School Budgets

Pat Roe

Budget Analysts

Anthony Drew

Claire McMorris

Tinh Tu

Questions and Assistance

BudgetDepartment@seattleschools.org

ACCOUNTING SERVICES

Director of Accounting Services

TBD

Accounting Manager

Kenny Ching

School support by region

Central – Roger Lu

Northeast – Le Tan

Northwest – Tina Nguyen

Southeast – Karen Hardy

Southwest – Marie Guzzardo

Accounts Payable Supervisor

Soheila Bodaghi

Personal Service Contracts

Melissa Nguyen

Associated Student Body (ASB)

Karen Hardy

Cash Receipting/Deposits

Teresa Golden

PROCUREMENT/PURCHASING

Contracting Services Manager

Chris Riley

Purchasing & Warehouse Manager

Craig Murphy

HUMAN RESOURCES

Manager of Employment Services

Katherine Kleitsch

School HR Business Partners

Theresa Hale

Lily Mabbott

Hellen Mwithiga

Sue Rauda

Zakiya Tyson

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Peter Hawley

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Substitutes

Monica Menchaca

Classification and Compensation

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Other Questions and Assistance

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PAYROLL

Payroll Manager

Elana Reuben

Other Questions and Assistance

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GRANTS

Director of Grants

Michael Stone

Title I-LAP Supervisor

Pamela Faulkner

B. SCHOOL FUNDING

IN THIS SECTION:

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

WEIGHTED STAFFING STANDARDS (WSS) MODEL

The Weighted Staffing Standards (WSS) model is reviewed annually 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. Additionally, 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 on the 2024-25 WSS model are included in the 2024-25 Schools' Funding Allocations document ("Purple Book"), available in late February on the [Budget Office web page](#).

ALLOCATIONS BASED ON ENROLLMENT

The WSS allocates staffing and discretionary budget to schools based on projected student enrollment and student characteristics. 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.

School budget allocations are calculated on AAFTE (Annual Average Full Time Enrollment) for the upcoming school year based on the estimated October headcount. Elementary grade AAFTE is equal to projected October headcount, however, secondary grade 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 [23-24 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 1.4 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.

WSS STAFFING ALLOCATIONS

K-3 Teacher Allocations

Targeted K-3 staff allocations are provided to reduce K-3 student-to-certificated staff ratios with a focus on providing additional teaching resources to higher poverty schools.

The WSS allocates staff for grades K-3 at a level that meets the state's class-size compliance requirement to maximize state funding. To maintain compliance with funding requirements, the K-3 staff allocation must only be used for K-3 homeroom teachers.

A WSS waiver will be required if a school would like to shift staff from classroom teachers to any other supporting teacher position such as K-3 academic intervention teacher (i.e., reading and/or math).

Checks for compliance with K-3 staffing allocations will occur at the following times:

- Via the budget arena process, leaders will confirm their compliance with K-3 staff allocations.
- Additionally, school teaching schedules will be reviewed in coordination with Regional Executive Directors to ensure compliance. These schedule checks will take place in June prior to the end of the current school year, and in August prior to the start of school.

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, librarians or other non-teacher certificated staff
- In place of allocated PCP teachers (such as switching current PCP teachers to reduce 4-5 class sizes and backfilling with K-3 staff)
- Building-designated substitute teachers

Preparation-Conference-Planning Teachers

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.

Non-Instructional Staff

The WSS model provides allocations for principals, assistant principals, librarians, counselors, and other certificated staff, as well as classified office personnel. More detail about these and other allocations are in the 2024-25 Schools' Funding Allocations. Some non-instructional allocations are based on a school's enrollment, type, or level.

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 43, the multilingual section on page 41, or the 2024-25 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 needs and 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 18 for more information on requesting a waiver to convert WSS allocated positions.

NON-STAFF ALLOCATIONS

The following are allocations distributed through the WSS as dollar amounts, though some of the funding may be used to support additional staffing (FTE). There may be additional funding unique to certain schools. To find the complete non-staff funding allocation for a particular school, please see the 2024-25 Schools' Funding Allocations.

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 22 contains more detail on the use of discretionary funding.

There are two discretionary allocations in the WSS: the per-pupil base allocation and the equity dollar allocation. Required funding for library materials and estimated copier/printer costs are set-aside from the WSS discretionary allocation, but otherwise schools are responsible for planning the budget for their discretionary allocations.

Building Leadership Team (BLT) Stipend

An SEA contractually-based stipend for BLT members is pre-populated in each school's budget at its estimated total for the 2024-25 school year.

Elementary Discretionary Stipend

The current SEA Collective Bargaining Agreement ([CBA](#)) stipulates that a \$2,000 stipend be allocated 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 CBA stipulates that \$4,000 be allocated to each school to address SAEOP peak load extra help, extra days, or overtime, 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, it is 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 62, and LAP and High Poverty LAP on page 59.

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" on page 27 for more information.

ADJUSTMENTS TO WSS ALLOCATIONS

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 and/or in the Fall in response to projected and actual enrollment shifts. Adjustments to non-teaching positions allocated in the WSS 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 will take 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.

PowerSchool records must be accurate and any students that have not physically attended need to be removed by the school to ensure accurate data. Delays in getting complete data can result in difficulties determining actual student enrollment 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

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). 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. 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 position 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 and SEA forms

Approved WSS waivers are only valid for one school year. SEA waivers may be approved for up to three years. 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.

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 34 for more details.

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

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

WAIVER EXCEPTIONS

The following staffing conversions 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 13:

- Conversion between an Elementary and a Kindergarten Teacher,
- Conversion of a Middle School Teacher or High School Teacher to a CTE Teacher,
- Conversion of 0.2 FTE of a Middle School Teacher or High School Teacher to supplemental,

compensation (see “Partial FTE Allocations in Secondary” on page 33 for details).

K-3 ELEMENTARY TEACHER ALLOCATIONS

The intent of the WSS’s enhanced K-3 funding is to reduce homeroom class sizes. As such, K-3 Teacher allocations are restricted to supporting kindergarten through third grade students. Converting portions of the K-3 Teacher funding allocations to an Academic Intervention Specialist or any other non-homeroom class teacher will require approval through the WSS waiver process. In the waiver, schools will need to identify how a requested position conversion will be limited to serving kindergarten through third grade students.

SOCIAL WORKER ALLOCATIONS

Converting an allocation for Elementary Social Worker to Elementary Counselor will require approval through a WSS waiver and a [documented plan](#) (see form on Budget Forms page) that demonstrates how the Counselor will provide behavioral and social emotional support for students. Schools may not convert Secondary Social Worker to Secondary Counselor and any waivers for this change will be denied.

SPECIAL EDUCATION ALLOCATIONS

Converting a WSS allocation for a paraprofessional Special Education Assistant to a certificated Special Education Teacher will require a WSS and SEA waiver. Schools may not convert Special Education Teacher to Special Education Assistant and any waivers for this change will be denied.

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 (non-staff) 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

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 form(s) and supporting documents to waivers@seattleschools.org. Include your HR business partner, budgetdepartment@seattleschools.org, and your Regional Executive Director of schools on the email. SPS will forward all requests needing SEA review to their leadership team. Please do not submit such requests separately to SEA.

Process Timeline

- March 6, 2024: All waiver requests must be submitted by 6:00 p.m.
- March 7, 2024 – March 8, 2024: SPS waiver review
- March 11, 2024: SPS decisions on WSS waivers communicated to the principal, HR business partner, budget department, and Regional Executive Director of schools
- March 11, 2024 – March 15, 2024: SEA waiver review

- March 18, 2024 (anticipated): SEA decisions on SEA waivers communicated to the principal, HR business partner, budget department, and Regional Executive Director of schools

After March 6, no budget waivers will be accepted for consideration until 2025-26 budget development.

WSS DISCRETIONARY ALLOCATIONS

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 2024-25 Schools' Funding Allocations book referenced in the section "Weighted Staffing Standards Model" on page 12.

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 projected 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

Equity Dollar allocations support 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. 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. Funding not spent on staffing may be used to purchase books, intervention materials, etc. for targeted student groups.

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

PRE-POPULATED BUDGET ITEMS

The following items are pre-populated in your budget when you receive your allocation.

- 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 Building Leadership Team (BLT). 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. If a school has part-time staff that they would like to attend TRI days in the fall, they should set aside budget for this extra-time. Please see the "Per Diem, Extra Time, Hourly Positions and Release Days" section on page 80 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 Culinary 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

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 non-staff budget available in the following year. A positive carryforward balance will be reduced by any mitigations funding that a school may have received for that year.

Carryforward is a year-by-year budget decision and is not guaranteed.

During the year, schools are responsible for reviewing their budgets regularly and requesting any adjustments before accounting closes the year and calculates final carryforward amounts in October. 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 31st 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 – Yes

Advance carryforward will be available to schools during the 2024-25 budget development process and will be allowed for staff funding. This is a one-year exception only for the FY24-25 school year.

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 2024-25 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 principal 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 67.

C. BUDGETING STAFF

IN THIS SECTION:

- Guidelines for Budgeting Additional Staff
- Budgeting for Medical Benefits
- Partial FTE Allocations in Secondary
- 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 allocations compared to the use of other discretionary funding sources such as grants. Schools should refer to the "Grants" section on page 53 for more information on allowable grant expenditures, and page 22, "WSS Discretionary Allocations," for criteria to prioritize use of equity dollars.

ESTIMATING POSITION COST: AVERAGE VS ACTUAL

Average Cost

Positions funded by non-staff WSS allocations (per-pupil 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 74.

Actual Cost

Positions funded by High Poverty 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 the grants department 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 77 and work with the grants department.
- 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 74. 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 (2024-25 Grade 200, Step 5)	Estimated Actual Cost (2024-25 Grade 800, Step 15)	Average Elem Teacher Cost 2024-25
Base Pay	\$ 64,176	\$ 109,664	\$150,670
Contractual Days	\$ 1,783	\$ 3,046	
Tech Days	\$ 1,426	\$ 2,437	
Responsibility/Incentive	\$ 9,682	\$ 16,564	
Pension & Payroll Taxes	\$ 16,240	\$ 27,756	
Medical	\$ 14,364	\$ 14,364	
Sick Leave Subs Reserve	\$ 2,228	\$ 2,228	
Total	\$ 109,899	\$ 176,059	

WSS PER-PUPIL ALLOCATIONS FOR STAFFING NOTES

SAEOP Staffing

When using WSS non-staff discretionary allocations for classified positions, schools must budget 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 CBA for further information or work with your Human Resources business partner.

Discretionary Staffing Changes

There may be instances where a school uses their 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.

Additionally, in cases where the school cannot fill a position budgeted with discretionary funds, funding may be redirected to other uses. Requests for conversion of unused full-time equivalency (FTE) from per-pupil allocations should be made to the budget department no later than **November 15, 2024**. 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 the budget department and HR business partner for strategies on 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 62
- LAP and High Poverty LAP Overview on page 59
- City of Seattle FEPP Levy section on page 67

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 53.

CENTRAL DEPARTMENT BUDGETS

During the budget development process, schools must identify the central service positions they plan to staff with discretionary funds 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 46,
- Elementary Instructional Music Teachers – "Elementary Instrumental Music Program" on page 50.

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BUDGETING FOR MEDICAL BENEFITS

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.

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.

FTE	Annual Working Days			
	180	203	222	260
Annual Working Hours				
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

PLANNING FOR ADDITIONAL MEDICAL COSTS

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 the 630-hour 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."

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 include the full medical benefit. However, if the position is modified by the school so that the proportionate medical benefit for the WSS allocation is increased 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.

BUDGETING FOR ADDITIONAL 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.

PARTIAL FTE ALLOCATIONS IN SECONDARY

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 18.
- 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 the budget department to request a conversion. If approved, the FTE will be converted 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 43 for more details.

SEATTLE ASSOCIATION OF EDUCATIONAL OFFICE PERSONNEL OFFICE STAFFING PLAN

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 39 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.

"SECTION C: Workload Management

1. Annual Workload Review at Schools

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. A written plan resulting from the meeting shall be distributed to all office staff. To coordinate adjustments to the plan, meetings shall be held periodically throughout the school year as needed to review workload, schedules and expectations and to prioritize tasks. The following directives shall govern such workload review...."

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.

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

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 appropriate Regional Executive 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 appropriate Regional Executive 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 Finance and the Associate Superintendent of Student Supports, or a parallel decision-maker in the organization, with a copy to SEA.

D. INSTRUCTIONAL & DISTRICTWIDE SUPPORT SERVICES

IN THIS SECTION:

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

MULTILINGUAL EDUCATION

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 Multilingual Education funding is in addition to the student's basic education entitlement. Therefore, students who qualify for English Learner services 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.

Multilingual (ML) School Plan Form

This form is a state and federal compliance requirement. 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 the Multilingual department at the time the budget is submitted.

MULTILINGUAL EDUCATION PROGRAM STAFF

Classified staff positions are allocated in August through the central Multilingual 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.

MULTILINGUAL PROGRAM NON-STAFF BUDGET

Materials

The WSS model allocates funds for supplemental instructional (curricular) materials for ML 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.

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 Multilingual program changes to seek family input.
- For dual identified ML/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.

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

Multilingual 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 Multilingual program must be made in writing to the Director of the Multilingual Department, Michelle Ota.

SPECIAL EDUCATION

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 84.

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 __ S21**263**R0 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 SEA 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.

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 22 for more information.

SPECIAL EDUCATION SERVICE DELIVERY MODELS

The special education classroom material budget amounts are set in the WSS and listed below with guidance from the central special education department. 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

Special Education Service Delivery Models	Curriculum and/or Equipment Budget
Resource	\$10 per student
Extended Resource - Elementary	\$1,000
Extended Resource - Secondary	\$1,000
Focus-Elementary	\$1,000
Focus- Secondary	\$1,000
Distinct	\$1,000
Deaf/Hard of Hearing	\$1,000
Medically Fragile (including Pre-K)	\$1,000
Preschool (includes DHH preschool)	\$575

Curriculum and equipment budgets are determined on spring projected student enrollment. These allocations do not get adjusted.

Centrally Allocated

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

HEALTH SERVICES PROGRAM

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 27.

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

Level B & 504 Nursing Support:

The district designates some 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.). Health services will provide required annual calibration and any needed repairs for school audiometers. Health Services does not pay for replacement thermometers.
- **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

CTE STAFFING SUPPORT ALLOCATION

The Career and Technical Education (CTE) department provides middle and high schools with an additional CTE allocation in the form of CTE staffing support for high quality Program Pathways and access to STEM courses. **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.

GUIDELINES FOR USING CTE STAFFING SUPPORT

For all schools, the CTE staffing support 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.

The staffing support allocation must be assigned to address one of the following conditions:

1. **Improve Classroom Safety:** Allocate staffing to a teacher working in a classroom that requires a lower student to teacher ratio to allow learners to safely engage with equipment, materials and/or participate in activities.
2. **Provide Additional Staffing Assistance to Resource Heavy Courses:** This can be done by assigning extra staff or providing an extra planning period to a teacher. Culinary classrooms, Marketing classrooms (student store), and Shop classes frequently need this level of support.
3. **Support Program Pathway Development:** (i.e., in its first three years). Additional FTE can be allocated to support course offerings where initial enrollments may be low due to the program's newness. Support should be used to maximize teacher FTE in the CTE Program Pathway or provide an extra planning period to an instructional coach.
4. **Support a New CTE Teacher:** This is typically addressed by providing an extra planning period or offering a course with lower enrollment. An experienced staff member may also be assigned to a class period to act as an instructional coach.

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 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 the CTE department for further assistance.

CHAPTER ADVISOR STIPEND GUIDELINES

CTE stipends serve as compensation for time spent conducting student leadership activities. This stipend is outlined in Article IX, Section P of the CBA.

CTE Teacher Stipend Process

1. Each winter, 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 teachers with CTE stipends 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

ELEMENTARY INSTRUMENTAL MUSIC FTE ALLOCATIONS

The Visual & Performing Arts Program provides one, half-day (0.10 FTE) per week of Elementary Instrumental Music (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 27.

PUBLISHING SERVICES

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 \$0.015 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 \$0.11 and color 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.

E. GRANTS

IN THIS SECTION:

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

GRANTS PROCESS AND GENERAL GUIDELINES

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 the grants department to determine estimated costs for positions.

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, as well as a letter of commitment from the PTA/PTSA. 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.

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 of 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. Finance	Supt.	School Board
Up to \$10k	RA, E								
\$10k - \$50k	RA	RA	RA, E	RA	RA				
\$50k - \$100k	RA	RA	RA	RA	RA	RA	E		
\$100k - \$250k	RA	RA	RA	RA	RA	RA	RA	E	
Over \$250k	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:
 - Name of the funding agency and funding agency contact,
 - Amount of the award,
 - Start and end dates of the award (program period) and/or budget period,
 - 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. The grants department 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 grants department 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

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 the Title I and LAP Supervisor for assistance. Please expect September & October notification in mid-November. Each month thereafter you will receive notification on or about the 15th 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 schedule 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.

- 4) 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: <u>0.4</u> <u>0.1</u> <u>0.5</u> <u> </u>									
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
Total Hrs Worked :		8.75	Hrs	6.33	Hrs	22.42	Hrs	0.00	Hrs 37.50
% actual worked :		23%		17%		60%		0%	
% per Payroll record:		40%		10%		50%		#VALUE!	

LEARNING ASSISTANCE PROGRAM (LAP/HPLAP)

LEARNING ASSISTANCE PROGRAM (LAP)

The Learning Assistance Program (LAP) funds 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 percentage of students qualifying for free or reduced-price lunch (FRL) at each building.

LAP – Guidelines

- All elementary schools **MUST** target students performing below grade level in reading K-5.
- Middle and high schools must target students performing below grade level in reading or math.
- High schools may also use LAP to fund credit retrieval for students in their third 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 Title I 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. Schools must stay within the allocated amount for staffing and non-staff costs.

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 to guide your use of LAP funds:

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

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 elementary or K-8 school with 35% or more qualifying students,
- Any middle school with 55% or more qualifying students,
- Any high school with 75% or more qualifying 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 2024-25 school year will be identified and notified no later than March 1, 2024.

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

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 2024-25 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 the grants department 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 programing 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) for elementary schools,
 - Min Yee (mlyee@seattleschools.org) for middle and high schools,
 - Copying Michael Stone (mastone@seattleschools.org), Kenny Ching (kwching@seattleschools.org), Marie Guzzardo (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) for elementary schools,
 - Min Yee (mlyee@seattleschools.org) for middle and high schools,
 - Copying Michael Stone (mastone@seattleschools.org), Kenny Ching (kwching@seattleschools.org), Marie Guzzardo (maguzzardo@seattleschools.org), and

DEEL staff,

3. The grants office will make the applicable changes in SAP.

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
Fund Code	Base Levy Plan	1L74	1F68	1H48
	Performance Pay	1AA6	1AA2	1AA4
Cost Centers	Base Levy Plan	__ L79__EJ0	__ L79__TE0	__ L79__YJ0
	Performance Pay	__ L79__A60	__ L79__A20	__ L79__A40

F. QUICK REFERENCE DOCUMENTS

IN THIS SECTION:

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

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	
Baseline Budgets	Basic Education	Equity Dollars		
- 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 Class BLT)
			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
Baseline Budgets	Basic Education	Equity Dollars	
		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)
Special Education			
- 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
Bilingual Education			
- Teaching	-- T6527010	3062	Class Extra Time (<i>Translations by I.A.</i>)
- Curriculum	-- T6533010	5641	Bilingual Curriculum Materials Only
Self Help General			
- Teaching	-- X7927450	5610	Supplies
		5641	Textual Materials
		5613	Postage
		7514	Contracted Field Trips
		7811	Student dues and fees
Substitute Reimbursement			
- Teaching	-- X0127400	2062	Sub-Reimbursement Cert Extra Time
		3062	Sub-Reimbursement Class 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.

Common Grant Fund and Cost Centers

		Elementary	Middle	High
Fund	LAP/ High Poverty LAP	1A28		
	Title IA	1C01		
	Current Year Base Levy	1L74	1F68	1H48
	Prior Year Performance Pay	1AA6	1AA2	1AA4

Cost Centers	LAP	__ R55274B0		
	High Poverty LAP	__ R55274N0		
	Title IA-Regular Activity	__ R5127AY0		
	Title IA- Parent Activity	__ R5127AZ0		
	Title IA- PD	__ R5131AJ0		
	Current Year Base Levy	__ L792XEJ0	__ L792XTE0	__ L792XYJ0
	Prior Year Performance Pay	__ L7927A60	__ L7927A20	__ L7927A40

AVERAGE SCHOOL POSITION COSTS

The following is a list of the estimated 2024-25 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.**

Position	Commitment Item	Average Salary at 1.0 FTE with Pension, Payroll Tax, & Medical
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Certificated Administrative Staff

Assistant Principal – Elementary	22201058	\$218,278
Assistant Principal – K-8	22403752	\$227,939
Assistant Principal – Middle School	22401059	\$229,048
Assistant Principal – High School	22401060	\$238,098

Certificated Instructional Staff

Teacher – Kindergarten	23101180	\$150,670
Teacher – Elementary	23101190	\$150,670
Teacher – Elementary PCP/Specialist	23403483	\$150,670
Teacher – Elementary Instrumental Music (EIM)	23101705	\$150,671
Teacher – Elementary, Bilingual BE–ESL	23301173	\$158,796
Teacher – Middle School	23201205	\$151,604
Teacher – Alternative Middle School	23201215	\$151,604
Teacher – CTE, Middle School	23202952	\$151,604
Teacher – High School	23201210	\$151,959
Teacher – CTE, High School	23201230	\$151,959
Teacher – Secondary, Bilingual BS–ESL	23301175	\$158,796
Teacher – Special Education	23301240	\$145,615
Academic Intervention Specialist – Reading/Math	23303934	\$161,313
Academic Intervention Specialist – Professional Dev.	24003933	\$167,139

Position	Commitment Item	Average Salary at 1.0 FTE with Pension, Payroll Tax, & Medical
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Certificated Support Staff

Activity Coordinator	25101036	\$160,767
Counselor – Elementary	24201418	\$143,732
Counselor – Middle School	24201422	\$159,969
Counselor – High School	24201420	\$160,319
Head Teacher	24001689	\$165,549
House Administrator	24001700	\$154,137
Librarian – Elementary	24101710	\$168,818
Librarian – Middle School	24101712	\$165,556
Librarian – High School	24101713	\$170,777
Nurse	24701730	\$142,205
Social Worker	24401423	\$143,732

Classified Instructional Staff

Instructional Assistant - 203	39106530	\$81,400
Language Immersion IA - 203	39106389	\$88,771
Bilingual IA - 203	39106531	\$85,055
Special Education IA - 203	39106860	\$82,983

Classified Support Staff

Admin Secretary – Elementary - 222	39406057	\$103,686
Admin Secretary – Middle School - 260	39406061	\$120,055
Admin Secretary – High School - 260	39406063	\$120,711
Admin Secretary – Alternative - 222	39406060	\$103,686
Admin Secretary – Alternative - 260	39406062	\$121,580
Assistant Secretary – Middle School - 203	39400155	\$80,780
Assistant Secretary – High School - 222	39406115	\$82,547
Attendance Specialist – Middle School - 203	39406150	\$77,303
Attendance Specialist – High School - 203	39406151	\$79,856
Counseling Secretary - 203	39406492	\$74,397
Elementary School Assistant - 203	39406332	\$79,164

Position	Commitment Item	Average Salary at 1.0 FTE with Pension, Payroll Tax, & Medical
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Classified Support Staff (continued)

Career Center Specialist - 203	39106189	\$91,667
Computer Lab Assistant - 203	39106299	\$89,734
Computer Support Specialist - 260	39600283	\$136,936
Coordinator of School/Family Partnerships - 223	39603035	\$134,016
Correction Education Associate - 203	39106310	\$103,875
Data Registration Specialist – High School - 222	39406319	\$103,255
Data Registration Specialist – High School - 260	39406326	\$122,978
Data Registration Specialist – Middle School - 222	39406318	\$103,255
Family Support Worker - 222	39106380	\$112,388
Fiscal Specialist – High School - 222	39406652	\$106,062
Fiscal Specialist – Middle School & Alternative - 203	39406658	\$86,535
High School Graduation Success Coordinator - 203	39100804	\$94,337
Home School Coordinator - 203	39106510	\$96,939
Library Assistant – Elem & K-8 - 203	39406564	\$72,082
Library Assistant II – High School - 203	39406566	\$85,492
Preschool Instructional Assistant - 203	39103532	\$76,209
Re-Entry/Intervention - 204	39106751	\$111,749
Student and Family Advocate - 204	39106002	\$113,102
Student and Family Advocate - 260	39106881	\$145,480
Youth Services Assistant - 203	39106955	\$81,673

PENSION, PAYROLL TAXES, & MEDICAL BENEFIT

The following rates reflect the **projected** 2024-25 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 tax rate of 21.14% to find the actual cost they will be charged, in this case \$47.15. See *EXAMPLE: How to use rates* table.

Position Type	Expenditure Type	Pension Taxes	Payroll Taxes	Total Tax Rate	Medical Benefit*
Certificated	FTE	9.75%	11.39%	21.14%	\$14,364
	Extra-Time & Stipends	9.75%	11.39%	21.14%	-
Classified	FTE	10.48%	11.39%	21.87%	\$14,364
	Hourly & Over-Time	10.48%	11.39%	21.87%	-
Certificated & Classified	Substitutes & Hourly	-	11.39%	11.39%	-

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

EXAMPLE:	A	B	C	D	E	F	G	A+B+C+D+F+G
How to use rates	Base Pay	Contract Days*	Tech Days*	TRI*	Tax Rate	Taxes	Medical	Total Cost
Cert FTE	\$94,151	\$2,615	\$2,092	\$14,217	21.14%	\$23,907	\$14,364	\$151,346
Cert Extra-Tim	\$40 p/hour	-	-	-	21.14%	\$8.46	-	\$48.46
Classified FTE	\$74,555	-	-	-	21.87%	\$16,307	\$14,364	\$105,226
Class Overtime	\$40 p/hour	-	-	-	21.87%	\$8.75	-	\$48.75
Substitutes	\$40 p/hour	-	-	-	11.39%	\$4.56	-	\$44.56
Hourly Staff	\$19.30 p/hour	-	-	-	11.39%	\$2.20	-	\$21.50

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

STIPENDS

The following list reflects 2024-25 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.

Stipend Title	Commitment Item	Stipend Amount	School Responsibility
Curricular (Discretionary)			
Building Leadership Team	20220543	\$4,060	\$4,918
Building Safety Committee	20220649	\$2,000	\$2,423
Chemical Hygiene Officer I	20220555	\$1,568	\$1,900
Chemical Hygiene Officer II	20220556	\$1,306	\$1,582
Chemical Hygiene Officer III	20220557	\$980	\$1,187
Dept Head I: 30 or More classes or 7 or More FTE'S	20220500	\$3,898	\$4,722
Dept Head II: 16-29 classes or 4-6 FTE'S	20220501	\$3,261	\$3,950
Dept Head III: 6-15 classes or 2-3 FTE'S	20220502	\$2,798	\$3,390
Dept Head IV: 1-5 classes or 0.2-1 FTE	20220503	\$1,819	\$2,204
Educational Tech Leader I (Elem Level)	20220547	\$2,055	\$2,489
Educational Tech Leader I (Sec Level)	20220548	\$2,321	\$2,812
Elem Curriculum	20220504	\$2,055	\$2,489
Elem Instruction	20220505	\$2,055	\$2,489
Elem Music (Choral)	20220506	\$1,198	\$1,451
Head Counselor	20220520	\$3,467	\$4,200
Instructional Liaison	20220508	\$2,055	\$2,489
Racial Equity Team	20220632	\$4,060	\$4,918
Subj Matt Spec I	20220511	\$2,321	\$2,812
Subj Matt Spec II	20220512	\$1,867	\$2,262
Subj Matt Spec III	20220513	\$1,581	\$1,915
Subj Matt Spec IV	20220514	\$1,464	\$1,774
Teacher Advisory Council	20220564	\$1,154	\$1,398
Team Leader I: 7 or More FTE'S	20220515	\$3,898	\$4,722
Team Leader II: 4-6 FTE'S	20220516	\$3,261	\$3,950
Team Leader III: 2-3 FTE'S	20220517	\$2,798	\$3,390
Team Leader IV: 0.2-1 FTE	20220518	\$1,819	\$2,204

Extra-Curricular (Discretionary)

Annual	20220601	\$2,660	\$3,222
Building Coordinator Athletics	20220613	\$1,955	\$2,368
Debate	20220602	\$1,481	\$1,794
Elem Recreational	20220603	\$1,982	\$2,401
Elem School-Home Communication Coordinator	20220604	\$1,982	\$2,401
Newspaper	20220605	\$2,660	\$3,222
Safety Patrol	20220606	\$1,408	\$1,706
Senior Class Advisor	20220607	\$1,594	\$1,931
Stockroom	20220608	\$2,520	\$3,053

Band, Choral, Drama, & Orchestra stipends are split amongst a total dollar amount based on the size of school seen at right	Commitment Item	Secondary School			
		Stipend Amount/ +Taxes		Stipend Amount/ +Taxes	
		<i>less</i> than 1,500 students		<i>more</i> than 1,500 students	
Band, Choral, Theater	20220609-11	\$1,829	\$2,216	\$2,469	\$2,991
Orchestra	20220612	\$1,829	\$2,216	\$2,969	\$3,597
Theater Prod Asst	20220615	-	-	\$1,511	\$1,830

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

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 2024-25 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
Semi-Independent Activities - 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	\$47.56
Guided Activities - 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	\$35.28
Required Activities - Required attendance by certificated employees for activities initiated and established by the administration or required at the building level.	\$40.82	\$49.45

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	\$296	\$330
	Parapro	\$235	\$262
	Clerical	\$235	\$262

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 2024-25 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.

		Rate Effective			
		January 1, 2024*		January 1, 2025*	
Position	Job Code	Rate	Rate with Payroll Taxes	Estimated Rate*	Estimated Rate with Payroll Taxes*
Tutor	30597352	\$19.97	\$22.25	\$20.53	\$22.86
Office Helper	30597358	\$19.97	\$22.25	\$20.53	\$22.86
Hourly SPS Students	Varies	\$19.97	\$22.25	\$20.53	\$22.86
Playground Supervisor	30597356	\$19.97	\$22.25	\$20.53	\$22.86
Volunteer/Tutor Coordinator	30597357	\$19.97	\$22.25	\$20.53	\$22.86

*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		
Activity	Approved Spending	Disapproved Spending
Student Learning Materials & Supplies	Supplemental instructional materials for programs for targeted students that are IEP driven.	<ul style="list-style-type: none"> • Additional core materials needed due to increased enrollment. • Consumables that are part of district adopted curriculum.
	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"> • Adding computers to a lab. • Software not directly tied to IEPs.
	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"> • Supplies that are part of the learning program during the regular school day. • Food for students.
Other Supplies	None	<ul style="list-style-type: none"> • Supplies that are part of all other Gen Ed classrooms. • Copier supplies and paper. • Nursing supplies.
Multilingual Student Support	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.
PD	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 43 of this book for an in-depth overview of this information.

LIST OF IMPORTANT FORMS

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

- [Multilingual School Plan](#)
- [Intent to Apply for a Grant and Request Advance Commitment for Grant](#)
- [SAEOP Office Staffing Plan](#)
- [Stakeholder Identification of Budget Concern](#)
- [Statement of Assurance](#)
- [SEA Waiver Request](#)
- [WSS Waiver Request](#)
- [Exception for Hiring a School Counselor in Lieu of a Social Worker](#)