

PRELIMINARY FY04 SCHOOL ALLOCATIONS NARRATIVE

This document describes the allocation formulas used that defines each school's initial allocation. Each of the formula elements outlined below are described in the succeeding sections.

- A. Basic Instructional Services (School Fixed, Base Teachers, Pupil Per Capita) Corridor Ceiling
 - B. Special Needs/Academic Intervention Services
 - C. Limited English Proficient/English Language Learners (LEP/ELL) **A** Corridor Floor **A**
 - D. State Magnet School
 - E. FY03 School Budget FY04 Allocation
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- F. Middle School English Language Arts (ELA)
- G. New York State Library Book, Computer Software, and Computer Hardware
- H. Title I
- I. Title III LEP/ELL
- J. State Operating Standards Aid

SECTION A

PRELIMINARY FY04 INITIAL SCHOOL ALLOCATIONS

BASIC INSTRUCTIONAL SERVICES

PURPOSE:

- < Basic Instructional Services -- Classroom Staff: Teachers, Paraprofessionals, et al.
- < Supporting Instructional Services -- After-School Literacy, Multicultural Education, Project Arts, et al.
- < School Support Personnel -- Guidance Counselors, Principals, Assistant Principals, School Secretaries, et al.
- < Other than Personal Services -- Instructional Supplies, Materials and Equipment, et al.

The Basic Instructional Services allocation provides sufficient funding to support the general education instructional program for all pupils kindergarten through twelve, general education or special education. Additional resources are provided by other parts of the allocation formulas to provide supplementary pupil services for such needs as academic remediation, English language learner program excess cost, English as a second language, special education class size reduction and support/related services, health supervision/support.

BASIC INSTRUCTION SERVICES:

Formula:

The **Basic Instructional Services** formula has three components:

- < **School Fixed** - a flat rate dependent upon instructional level providing minimum school administrative overhead.
- < **Base Teacher Allocation** - provides funds at the school's average teacher salary for the base number of teachers. This takes into consideration projected school October 31, 2003 pupil enrollment -- general and special education, class size factor, teacher workload and class organization breakage.
- < **Pupil Per Capita** - the balance of basic instructional dollars is distributed on a per capita basis using the projected October 31, 2003 registers.

School Fixed Allocation:

The School Fixed component of the Basic Instructional Services allocation formula provides for the minimum school overhead need as follows:

	Elementary <u>School</u>	Middle <u>School</u>	High Sch <u>Existing</u>	High Sch <u>New</u>
Principal	\$105,000	\$110,000	\$115,000	\$115,000
Supervisory Support	\$0	\$0	\$100,000	\$50,000
School Secretary	\$37,000	\$37,000	\$37,000	\$37,000
Guidance Counselor	\$0	\$62,000	\$62,000	\$62,000
Librarian	\$0	\$60,000	\$60,000	\$60,000
School Aide	\$22,000	\$22,000	\$22,000	\$22,000
Sch Leadership Team	\$4,200	\$4,200	\$4,200	\$4,200
Chapter Leader	\$32,000	\$0	\$0	\$0
Circular 6	\$27,000	\$27,000	\$27,000	\$27,000
Misc	<u>\$2,800</u>	<u>\$2,800</u>	<u>\$2,800</u>	<u>\$28,000</u>
TOTAL	\$230,000	\$325,000	\$430,000	\$405,200

For purposes of calculating the School Fixed Allocation, elementary schools are defined as schools Kg to 6 or lower (i.e. K-3, K-5, 4-6, etc.); middle schools as schools 5 to 9 or in between (i.e. 5-8, 6-8, etc.), plus Kg-7 and Kg-8 elementary schools; and high schools as schools Kg to 12 or higher (i.e. 6-12, 9-12, etc.).

Base Teacher Allocation:

The base number of teachers is the projected register divided by the class size (equals the base number of classes), multiplied by the number of teachers needed per class. The base number of teachers plus the breakage factor times each school's average teacher salary yields the school's base teacher allocation.

Since this allocation includes general education and special education – inclusion and self-contained classes – it provides basic classroom services for all students, but at the general education level. Supplemental allocations provide for enrichment/remediation, smaller class size, and other additional student services.

Please refer to Technical Documentation below for more information on register, average teacher salary, class size, teachers per class, pupil teacher ratio, program determined weighted curriculum index, base number of teachers and breakage factors.

Pupil Per Capita Allocation:

A dollar per capita is provided by instructional level to support basic school needs not covered by the school fixed and basic teacher components. In this transitional year, one rate will be used for early grade, elementary and middle school pupils. A separate

pupil per capita rate is used for high schools. (See Technical Documentation details listed below.)

Rates and Costs:

Contractual Rate Support:

Allocations reflect FY'03 and FY'04 contractual rates where agreements exist. In FY'04 this pertains to CSA titles (CSE chairperson; education administrator). For contracts that have not yet been renegotiated, existing salary schedules are used. Should the collective bargaining process result in additional costs, it is expected that the Department will be appropriated the necessary resources, which will, in turn, be allocated to schools.

School Actions:

All allocations presented in this document reflect known school openings, closings and transfers. October 31, 2002 and projected October 31, 2003 registers have, to the best of our ability, been adjusted to reflect pupils expected to leave one school to attend a newly opening school. A table displaying school actions is presented at the end of this section. The full extent of the No Child Left Behind school transfer option is not yet known. School allocations presented in this section will be modified in late summer, when this information is expected to become known.

Average Teacher Salary:

The teacher allocation provides funds utilizing each school's average teacher salary. This rate is based on the May 2003 payroll. Schools, in turn, will be required to budget their base teachers as well as all other annual teacher positions (except where noted) at their allocated average teacher salary.

Teacher rates of pay do not include the **Teacher Support Aid (TSA)** benefit. TSA costs are automatically charged by the Employee Information System (EIS) to a central account. As a result, school budgets are not charged for these costs.

Teachers in extended time schools (ETS) work longer days and receive additional compensation. The average teacher salary reflects an 8.5% increase to salaries of teachers in the following extended time schools:

Average Teacher Salary --Extended Time Schools

- District 01, School = 064M.
- District 04, School = 096M.
- District 08, School = 052X.
- District 10, Schools = 003X, 059X, 085X, 091X.
- District 13, Schools = 305K, 307K.
- District 16, School = 243K.
- District 17, School = 092K.
- District 19, Schools = 149K, 224K.

District 23, School = 055K.

District 27, School = 105Q.

District 32, School = 075K.

District 85: Manhattan Schools = 030M, 088M, 092M, 129M, 161M, 180M.

Bronx Schools = 004X, 049X, 057X, 064X, 066X, 117X, 158X, 183X,
195X, 196X, 197X, 198X, 212X, 214X, 229X.

Brooklyn Schools = 025K, 028K, 136K, 246K, 391K.

Queens School = 040Q.

Register:

The basic instructional service allocation uses **projected October 31, 2003 registers**. Consequently, at midyear, allotments will be adjusted to bring them in line with actual pupil counts as in the past.

School registers are sorted into instructional level based on school, grade, class size requirement, teacher contractual workload, and average curriculum index.

- Early Grade: all pupil enrolled in grades kindergarten through three. Class size is 25 and the teacher workload yields 1.2 teachers per class.
- Elementary: all pupils enrolled in grades four through six in schools organized as K-5, K-6, K-7, K-8, K-12. Class size is 32 and the teacher workload yields 1.2 teachers per class.
- Middle School: all pupils enrolled in grades five through eight in secondary schools, plus grade nine in middle schools. The teacher workload yields 1.4 teachers per class.
- Middle schools are further divided between Title I and Non-Title I designation due to the difference in class size, 30 vs. 33 respectively in compliance with the UFT contractual agreement.
- High School: all pupils enrolled in grades ten through twelve, plus grade nine in high schools.
- High Schools are further divided into categories according to their “weighted curriculum index.” The weighted curriculum index is calculated based upon the average number of pupil periods scheduled per day weighted for class size and subject area frequency. (See technical documentation):
 - Category 1: Academic high schools where students are assigned a weighted curriculum index of 6.78.

- Category 2: Vocational high schools plus speciality schools (A. Phillip Randolph, John Dewey, Professional Performing Arts and Talent Unlimited) where pupils are assigned a weighted curriculum index of 7.74.
- Category 3: Specialty schools (Bronx High School of Science, Brooklyn Technical, Staten Island Technical, Stuyvesant, Townsend Harris, August Martin High School, High School of American Studies at Lehman College, High School for Mathematics, Science and Engineering at City College, and Queens High School for the Sciences at York College) where pupils are assigned a weighted curriculum index of 7.30.
- Category 4: Specialty schools (Fiorella LaGuardia HS, Bard HS and Frank Sinatra HS) where pupils are assigned a weighted curriculum index of 9.15.

Final allocations will be based on the actual audited October 31, 2003 student registers. Schools showing register increases (base number of teacher increase) will receive additional funds consistent with the basic instructional services formula described in this section. Schools showing enrollments below projection will have that loss partially offset by returning only 60% of the value of the register decline.

Anticipated Register in Excess of Projection:

Schools anticipating pupil enrollments in excess of the their allocated register projection may request permission from their Regional Operations Center to staff their school at a higher level than their allocated budget.



Technical Documentation: Class Size and Teacher Workload

Class size maximums are established by the Board-UFT Agreement. The number of pupils per class is further restricted by the Chancellor’s early grade mandates (last issued on September 26, 2000 by the Chief Executive, Community School District Affairs, Monitoring and Municipal Relations). These limits identify the minimum number of classes – the Base Number of Classes.

A teacher’s workload defines how many periods a teacher may provide direct classroom instruction and how many periods are available for preparation and administrative/professional purposes. When a teacher is on a preparation or administrative/professional period, another teacher must be assigned to cover the class. As a result, more than one teacher is required for each class organized.

The number of pupils per class compared to the number of teachers required per class is known as the Pupil-Teacher Ratio (PTR). This ratio identifies how many teachers are needed for a given number of pupils.

The Base Number of Teachers allocation utilizes the following class sizes, workload factors and PTRs. Note that the PTR is the class size divided by the Teachers Per Class.

	Early <u>Grade</u>	<u>Elem</u>	Mid Sch <u>Title I</u>	Mid Sch <u>Non-Title I</u>
Class Size (pupils per class)	25	32	30	33
Teacher Weekly Schedule for Allocation Purposes:				
Instructional Periods	25	25	25	25
Preparation Periods	5	5	5	5
Administrative/Professional Periods	*0	*0	*5	5
Lunch	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>
Total Periods	35	35	40	40
Additional Coverage Teacher Need	0.20	0.20	0.40	0.40
Teachers Per Class	1.20	1.20	1.40	1.40
Pupil-Teacher Ratio (PTR)	20.8333	26.6667	21.4286	23.5714

* The Board-UFT Agreement and Personnel Memorandum No. 6R, 2001-2002 makes provision for additional "Professional Periods" (and the resulting reduction to instructional periods).

To calculate the minimum number of teachers a school requires -- the Base Number of Teachers -- the enrollment is divided by the respective pupil-teacher ratio. (Note an alternate presentation of the Base Number of Teachers is the enrollment divided by the class size (equals the base number of classes), multiplied by the number of teachers per class.) The base number of teachers multiplied by the cost of a teacher (average teacher salary) produces the Base Teacher Allocation.

In high schools the class size is 34 students, with the exception of physical education and music where the class size is 50 students, and vocational education shop classes, which utilize specialized equipment, where the class is 28 students. As a result, for allocation purposes, subject areas are divided into four groups: Physical Education (class size of 50), Minor Music (class size of 50), Vocational Education (class size of 28), and "All Other Subjects" (class size of 34).

The four subject area groups are not equally distributed each term. Therefore, a frequency is developed for each subject area of the formula. The frequency is calculated over eight terms, the length of time most students attend high school.

- < Physical Education is given 7 out of 8 terms or 7/8 terms, which equates to the decimal of 0.875.
- < Minor Music is given 1 out of 8 terms or 1/8 terms, which equates to 0.125.
- < Vocational Education in an academic high school is given 3 out of 8 terms, or 3/8 terms, which equates to 0.375.

- < Vocation Education in a vocational high school is given 20 periods in 8 terms or 20/8, which equates to 2.50.
- < All other subject make up the remainder of the student's day over the 8 terms. In an academic high school, the average number of pupil periods scheduled per day is 7.00. In a vocational school it is 7.50 periods.

The *curriculum index* is the average number of pupil periods scheduled per day. A curriculum index factor of 7.00 equates to the five and one-half hour instructional day for high school students, as required in the New York State Commissioner's Regulations. All academic high schools are allocated funds for seven (7) tax levy instructional periods per day. Vocational high schools are allocated funds for seven and one-half (7.5) tax levy instructional periods per day to account for the additional vocational sequence requirements.

Because there is a difference in class size for different types of classes, a *weighted curriculum index* is established. The *program determined weighted curriculum index* is calculated by considering the program requirements and weighting for class size.

The *program determined weighted curriculum index* is computed as follows:

<u>Subject Area</u>	<u>Class Size</u>	<u>Weighting Factor Computation</u>
Physical Education	50	34/50 = 0.68
Minor Music	50	34/50 = 0.68
Vocational Education	28	34/28 = 1.22
All Other Subjects	34	34/34 = 1.00

There is a difference in the weighting of the periods of instruction between academic/comprehensive high schools and vocational/technical high schools. The difference is demonstrated in the following chart. The determination of the mix of subjects is made according to a model which considers the differences between academic and vocational high schools, vis-a-vis the number of periods of vocational education needed to fulfill the diploma requirements over four years (8 terms). The curriculum is weighted to accommodate class size differences.

<u>Subject Area</u>	<u>Curriculum Index</u>		<u>Weighting Factor</u>	<u>Program Determined Weighted Curriculum Index</u>	
	<u>Academic</u>	<u>Vocational</u>		<u>Academic</u>	<u>Vocational</u>
Physical Education	0.875	0.875	0.68	0.60	0.60
Minor Music	0.125	0.125	0.68	0.09	0.09
Vocational Education	0.375	2.500	1.22	0.46	3.05
All Other Subjects	<u>5.625</u>	<u>4.000</u>	1.00	<u>5.63</u>	<u>4.00</u>
TOTAL	7.000	7.500		6.78	7.74

To calculate the minimum number of teachers a high school requires -- the Base Number of Teachers -- the enrollment is divided by the projected register (equals the base number of classes), then multiplied by the Program Determined Weighted Curriculum Index divided by 5 periods of teacher instructional time (equals teacher per class). The base number of teachers

multiplied by the cost of a teacher (average teacher salary) produces the Base Teacher Allocation.

In a perfect world, the base allocation might be sufficient. However, with many grades within schools, the number of students will not always divide into exact multiples of the maximum class size. This creates breakage -- pupils left over after organizing classes on the grade. Organizing an additional class on the grade results in empty seats (underutilized classrooms). To address this situation, a class organization breakage component is added to the base number of teachers. [If the number of excess pupils is less than half a class, it may be feasible to absorb them into existing classes, thereby raising the class size above the maximum (Board-UFT Agreement, Article 7M3)].

- 5.00% breakage for early grades, elementary and middle school grades,

- 6.39% breakage for all high school grades.

For allocation purposes, the formula assumes a 35 period week for all elementary schools. Some elementary schools, however, may be organized at 40 periods per week. In these schools, Personnel Memorandum No. 6R, 2001-2002, February 15, 2002, defines a teacher's schedule as 29 classroom instructional periods, 5 preparation periods, 1 professional period and 5 lunch periods.

In middle schools that have been continuously designated Title I since Fiscal Year 1985-86, a teacher hired before July 1, 1985 may be eligible for three additional professional periods (conversely three fewer classroom instructional periods). The Board-UFT Agreement and Personnel Memorandum No. 6R define eligible teachers and set limits on the number of eligibles. Resources needed cover classrooms during these periods should be taken from per capita and special needs allocations. (Note: This does not apply to grade 7 and 8 teachers in elementary schools organized as K-8.)

Technical Documentation: Per Capita:

The per capita is intended for such instructional needs not covered by the other basic instructional services allotments, including assistant principals, additional school secretaries, paraprofessionals, additional school aides, additional teacher coverage, instructional supplies and materials, school communications and other non-personal services. The per capita is derived by dividing the total dollars available by the projected register.

	<u>Elem. MidSch</u>	<u>High Schools</u>
Amount Available	\$140,764,536	\$162,078,900
Projected Register	<u>710,932</u>	<u>274,710</u>
Per Capita	\$198.00	\$590.00

Over the past several years, many separate or discrete allocations have been merged into the supporting per capita allocation. These include:

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- Project ARTS
 - Occasional Absence
 - Marginal Breakage
 - Title I JHS Homeroom preps
 - Conflict Resolution
 - Telephone Maintenance
 - School Leadership Team
 - District Program Fund
 - Innovative Programs
 - Library Books
 - Basic School Staffing
 - Talented & Gifted.
 - Early Registration
 - Scoring State Exams
 - Automate the Schools, OTPS
 - Academic Intervention Services (AIS) Per Capita
 - After-School Literacy.
 - Family Literacy.
 - Standards at the Local Level (Tax Levy Portion).
 - Middle School Guidance.
 - Middle School Ending Social Promotion.
 - Multi-Cultural Education.
 - District Screening Services (Teams).
 - Continuing Education and Extended Use of School Buildings
 - Vendor Commodity Analysis Savings.
 - Complexes and Multi-Sites
 - Academies
 - Co-op
 - Occupation Education Support
 - Performance Testing
 - Health Aides
 - Non-Pedagogical Staff Support (elevator operators, technical support/machinist helpers)
 - Facilities Support
 - Enrichment Programs
 - Instruction Support
 - Student Support (excluding Athletic Director)
 - Chapter Chairman
 - GED Education
 - Summer Leadership Stipends (Students)
 - Youth Leadership
 - Law Enforcement
 - Peer Mediation
 - OTPS General Education
 - Student Activity Funds
 - Science OTPS
 - School to Career/Vocational Education
 - Maintenance of Instructional Equipment
 - Equipment Rollover
 - Hispanic Youth Leadership Institute (HYLI)
 - Vocational Program
 - Saturday SAT
 - Diploma Printing
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SECTION B SPECIAL NEEDS/ACADEMIC INTERVENTION SERVICES (AIS)

OVERVIEW

The Special Needs/Academic Intervention Services (AIS) allocation represents the merger of a variety of allocations targeting services for needy students. The Special Needs/AIS allocation provides resources for the delivery of special education services consistent with the new continuum, *Special Education Services as Part of a Unified Service Delivery System*. It also supports intervention/prevention programs in general education.

The delivery of special education services is described in the new *Continuum* within the context of broader school restructuring and the development of “whole school” approaches which create a single, unified and efficient service delivery system for all students, disabled and non-disabled alike. The “whole school” approach creates an environment where all students are offered access to an array of services to achieve high educational outcomes. The *Continuum* emphasizes the provision of services to disabled students in the general education classroom in their home-zoned school as the first option to be considered.

The Special Needs/AIS formula methodology supports the “whole school” approach and provides flexibility in using dollars from different funding sources to design programs that address the needs of all students. **When combining available dollars, careful attention must be given to the parameters of the funding sources.** (Principals should seek guidance from their Regional Operations Centers to ensure proper use of reimbursable funds.)

The funding permits schools to meet the IEP mandates of disabled students, as well as provide an array of non-special education supports. For example, funds may support collaborative team teaching classes. This can meet the IEP mandates of disabled students in addition to the requirements of academic intervention services for the non-IEP mandated students in the collaborative team teaching class. Schools may use funds to support the activities of Pupil Personnel Teams that provide early identifications of students in need and the development of supportive strategies.

Students with disabilities must receive services in accordance with their IEPs. Additionally, schools may not eliminate any special education service that is mandated by regulation or stipulation.

Schools are permitted and encouraged, however, to create whole positions for staff who serve mandated students to allow them to provide services to non-mandated “at risk” students rather than creating itinerant or part-time positions to serve only special education students. For example, the *Special Needs/AIS* allocation may be used to create a teacher of speech improvement position. The speech teacher could deliver school-wide, non-mandated services for part of the day and IEP-related service speech for part of the day.

Once again, the **provision of mandated services continues to be the first priority.** Schools must comply with all laws, regulations, court orders and stipulations.

FORMULA STRATEGY

The Federal Individuals with Disabilities Education Act (IDEA) calls for educating students with disabilities with their non-disabled peers to the maximum extent appropriate. Consistent with IDEA, the “Special Education Services as Part of a Unified Service Delivery System” was adopted. The continuum stresses the placement of a special education child in the least restrictive environment (LRE) appropriate to his/her needs. Among LRE settings, IDEA requires that the general education classroom with supplementary aids and services be the first consideration. The continuum states that the determining factor in making the eligibility determination for special education services may not be limited English proficiency or lack of instruction in reading or math.

The Special Needs/AIS formula recognizes that the best way to benefit all students is through a comprehensive unified service delivery system. The identification of special education pupil services is broadened to include all pupils having a special need -- mandated as well as non-mandated. The allocation formula focuses on distributing resources for the provision of supplemental services to all pupils with special needs. It supports the placement neutral policy and the seamless delivery of supplemental services.

FORMULA METHODOLOGY

The Special Needs/Academic Intervention Services allocation formula allocates a pupil per capita amount based on a “virtual” special needs register. The special needs register is comprised of a percentage of the following populations:

- < Student Population: 8%. October 31, 2002 audited register, grades kindergarten to 12, general and special education, adjusted for long term absentees (no shows).
- < Academic Criteria: 11%. From FY’02 testing, general and special education pupils scoring in Level 1 on the Reading or Math exam (Elem and MS) or scoring below 55% on the English or Math Regents (HS). The percent of pupils scoring in this range is applied to the October 31, 2002 audited register to produce the estimated number of pupils below academic criteria. This action compensates for untested pupils, i.e., grades kindergarten, 1, 2 and 9 and above, as well as for enrollment growth.
- < Low Income: 7.3%. October 31, 2002 free lunch eligible pupils -- general and special education.
- < Limited English Proficiency: 2%. The number of English language learners scoring at or below the 40th percentile on the Language Assessment Battery (LAB) test.
- < Self-Contained Special Education: 22%. October 31, 2002 audited register of pupils enrolled in self-contained special education classes excluding inclusionary pupils and long-term absentees.

Notes on the Virtual Special Needs Register:

Phasing-In/Phasing-Out Schools. Registers in grades of phasing-out schools were assigned to new, phasing-in schools.

New Schools (not phase-in/phase-out). Projected registers assigned as the Oct 2002 enrollment.

All New Schools. The city-wide average academic criteria percentage was assigned to the all new schools.

Special Education Self-Contained. These pupils also generate resources through the Basic Instructional Services allocation. For example, an early grade special education self-contained student generates through the Basic Instructional Services allocation sufficient resources to support a class size of 25 pupils. The special needs/AIS allocation would provide the additional dollars needed to lower class size to the IEP recommendation.

The special needs/academic intervention services pupil per capita is derived as follows:

	Elementary & Middle Schools	High Schools
Available Funding	\$919,953,309	\$254,318,433
Virtual Needs Register	124,660	46,337
Per Capita	\$7,379.70	\$5,488.45

Related Services: The special needs allocation provides sufficient funds to serve **all** kindergarten to grade 12 pupils requiring speech and counseling as a related service. When these pupils receive the service from a non-district provider (e.g., contract service, RSA) whose costs are currently covered by a central budget, or from another school, resources will be removed from the school's budget at a fixed pupil amount:

- < Speech: \$1,350,
- < Counseling: \$740.

The fixed amount will also be transferred out where a pupil is unserved.

Conversely, schools providing related services to pupils outside their kindergarten to grade 12 registers will receive additional funding at the above fixed pupil amount. This could include, but not be limited to, serving pupils enrolled in non-public schools, prekindergarten, or other schools.

Related service adjustments will occur at the end of the school year based on end-of-March CAP reports.

Other Mandated Services: On an as-needed basis, a similar procedure will apply for other mandated services, such as non-public school resource room.

Citywide Special Education Placements: Students newly placed in Citywide Special Education (District 75) programs will “take” resources with them. A fixed pupil amount, to be determined, will be withdrawn from the school for each pupil who is transferred to Citywide Special Education. If necessary, the fixed amount will be prorated for midyear placements.

General Education Note: General education allocations utilize a register that includes special education students served in a general education classroom. This includes mildly/moderately and severely handicapped special education pupils in a school age plus program, or an integrated / inclusion class. For allocation purposes, this population will be reflected in the general education register in a similar manner as resource room students are currently reported.

Furthermore, special education self-contained pupils also generate resources through the Basic Instructional Services allocation. For example, an early grade special education self-contained student generates through the Basic Instructional Services allocation sufficient resources to support a class size of 25 pupils. The special needs/AIS allocation would provide the additional dollars needed to lower class size to the IEP recommendation.

SCHOOL RESPONSIBILITIES

The Special Needs/Academic Intervention Services allocation should not compromise nor diminish programmatic or financial requirements, instructional services, health services, staff development or supervision previously identified through previous allocation formulas. **Services mandated by a pupil’s IEP must be given first priority.** Contingency planning should take into consideration mandated needs occurring all through the school year.



TECHNICAL NOTE: PREVIOUS ALLOCATIONS

In FY01, many community school district allocations recognizing various special needs of pupils were consolidated into one comprehensive Special Needs/Academic Intervention Services allocation. These include:

<p><u>GENERAL EDUCATION-TAX LEVY</u></p> <ol style="list-style-type: none"> 1. Module 2B, Special Needs 2. Module 5, Special Ed Class Coverage 3. Special Ed Pupil Mainstreaming 4. Section 504 Paraprofessional 5. Attendance Child Abuse/Neglect 6. Kindergarten Paraprofessional 7. Latchkey 	<ol style="list-style-type: none"> 10. Supervisor 11. Industrial Arts Teacher 12. Teacher Trainer 13. Language Coordinator 14. Basic Paraprofessional 15. Counselor, Related Service 16. Speech Teacher, Related Service 17. Teacher Absence 18. Basic Paraprofessional Absence
<p><u>SPECIAL EDUCATION-TAX LEVY</u></p> <ol style="list-style-type: none"> 8. Classroom Teacher 9. Crisis Intervention 	<ol style="list-style-type: none"> 19. Clerical Support for Supervisors 20. OTPS & Other Support Services 21. OTPS Industrial Arts

22. OTPS Related Service, Speech/Counseling 23. OTPS Supervision and Support 24. IEP Driven Paraprofessional & Absence 25. Bilingual Paraprofessional & Absence 26. Health Coordinator 27. Budget Reduction 28. Restoration Prevention/Intervention 29. Fractional Pool 30. Pupil Suspension Hearings <u>REIMBURSABLE</u> 31. ERSSA, Educational Related Support Services, Per Capita 32. IDEA, Individuals with Disabilities Education, Per Capita 33. IDEA, Least Restrictive Environment Pilot	34. IDEA, IEP Equipment 35. IDEA, Mono/Bilingual RR/CT Pilot 36. IDEA, School Age Plus 37. PCEN, Pupils with Compensatory Education Needs, Per Capita 38. AIDP, Attendance Improvement/Dropout Prevention, Elementary & Middle Schools 39. ERSSA, AIDP Transitional Program 40. AIDP, Alternative to Suspension 41. Chapter 53 Reading, Per Capita 42. SIG/IPP, State Incentive Grant-Improving Pupil Performance, Per Capita 43. SIG/IPP, Quality Improvement Program Plan, QUIPP 44. Title VI, Consultant Teacher 45. AIDP Welcome Centers
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Similarly, the high school allocation formulas that recognize the various special needs of pupils that were consolidated into the Special Needs/AIS allocation include:

<u>GENERAL EDUCATION-TAX LEVY</u> 1. Mediate/Negotiate Council for Unity 2. Health Program 3. Fit for Life 4. Needs Assessment Schools (Partial) 5. Young Adult Borough Center 6. Handberry 7. Special Education Support 8. Pupil Suspension Hearings <u>SPECIAL EDUCATION-TAX LEVY</u> 9. Related Services 10. Basic Support 11. Instructional Services 12. Special Education Paraprofessional 13. Resource Room 14. Special Education Mainstreaming 15. Adaptive Physical Education (APE) 16. Bilingual Resource Room 17. Compliance 18. Consultant Teacher 19. Health Coordinator 20. Extended Day 21. Transition 22. Special Supply Allotments	<u>SPECIAL EDUCATION-TAX LEVY</u> (Continued) 23. Assistant Principal Special Education 24. Section 504 Paraprofessional 25. Private School Resource Room 26. Mainstreaming Incentive 27. Additional Support 28. Alternative Placement Paraprofessional 29. IEP Paraprofessional 30. OTPS Special Education 31. OTPS Resource Room <u>REIMBURSABLE</u> 32. IDEA (Individuals with Disabilities Education) 33. IDEA Specialized Equipment (Assistive Technology) 34. ERSSA (Educational Related Support Services) 35. ERSSA Transition 36. PCEN (Pupils with Compensatory Education Needs) 37. AIDP (Attendance Improvement/Dropout Prevention) 38. Chapter 53 Reading 39. SIG/IPP (State Incentive Grant-Improving Pupil Performance)
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## **SECTION C**

### **LIMITED ENGLISH PROFICIENT/ ENGLISH LANGUAGE LEARNERS (LEP/ELL)**

LEP programs are mandated for all pupils scoring at or below the 40<sup>th</sup> percentile on the English Language Assessment Battery (LAB) test. Resources to support services to this target population are being provided through State Pupils with Compensatory Education Needs (PCEN) and State Part 154. Funds from both sources are distributed on a pupil per capita basis.

PCEN provides supplemental service to LEP pupils in the form of class organization (excess cost) and ESL teachers. Schools will be able to organize bilingual classes when the number of LEP pupils is less than the normal class size.

- ! A bilingual class should be organized when there are 15 or more pupils of the same language category and grade (schools may be required to organize at contiguous grades). Maximum class size limitations follow existing Agreements. The PCEN allocation provides for the excess cost of organizing a class below the normal class size.
- ! Where there are fewer than 15 pupils of the same language category and grade, English as a Second Language (ESL) is to be provided to LEP/ELL pupils plus as many elements of a bilingual program as possible.

Part 154 provides for additional bilingual teachers, pupil support services (such as bilingual counselors) and instructional materials.

When a bilingual class is organized below the normal class size and the excess cost model is used, the classroom and preparation/administrative period coverage teachers are split funded between two Fund Sources – tax levy for basic service and PCEN for excess cost. The PCEN portion should not be greater than 0.5 of the classroom teacher position. This is grounded in the fact that the pupils in the class generate Basic Instructional Service teacher resources and there will be at least 15 pupils in the class. The following example demonstrates this action.

Grade 4 bilingual classes with 19 pupils on register. The normal class size is 32. The 19 students generate 19/32 of the funds required to organize the class. PCEN picks up the excess cost for organizing the class 13 pupils (32 - 19) below the norm. This produces a 13/32 or 0.41 need. Since an elementary school class requires 1.2 teachers -- 1 homeroom and 0.2 cluster -- the excess cost need is for 0.49 teachers (= 0.41 x 1.2), a need of nearly half a teacher.

Schools should note that the PCEN allocation provides for the excess cost of the teacher including preparation period coverage and, in secondary schools, administrative/professional period coverage.

English as a Second Language (ESL) services are normally provided through a pullout program. Consequently, the entire ESL teacher position may be charged to PCEN. If, however, an ESL class is organized, PCEN resources may fund only the excess cost portion of organizing the class, as is the case for the excess cost allocation for bilingual teachers. Note, ESL teachers are not an allowable expense under the State Part 154.

**SECTION D**  
**STATE MAGNET SCHOOL**

State Magnet School funds support instructional programs to improve achievement in regions with substantial concentrations of minority students. Activities must enhance the basic instructional program to help students better achieve academic standards in content areas including English language arts and mathematics. Funds may also be used to operate a magnet school or other approach to reducing racial isolation

Allocation of Magnet School funds is based on a pupil per capita using the audited October 31, 2002 pupil register and funds available.

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|                     | <u>Elementary and<br/>Middle Schools</u> | <u>High Schools</u> |
|---------------------|------------------------------------------|---------------------|
| Magnet School Funds | \$2,320,400                              | \$35,922,300        |
| Register            | 718,873                                  | 298,217*            |
| Pupil Per Capita    | \$3.23                                   | \$120.46            |

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\* Includes Alternative High School Programs.

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**SECTION E**  
**FY03 SCHOOL BUDGET and APPLICATION of the CORRIDOR**

To protect schools from wide deviations between the sum of Sections A through D and their FY03 budget, a corridor is established around the FY03 budget in which the FY04 formula allocation must lie.

School budgets do not readily provide the information required to compare against the "Corridor Allocations" (i.e., Basic Instructional Services; Special needs/Academic Intervention Services; Limited English Proficient, PCEN and Part 154; and State Magnet School.) Consequently, budgets need to be adjusted to cull out such items as surplus rollover, sabbatical leaves, universal pre kindergarten (tax levy), etc. Where an allocation category for such items existed and was consistently used, these budget amounts were removed from school budgets. Otherwise, funds available for allocation were reduced to take account of these items.

School FY03 budgets were enhanced to reflect expenditures made by their district offices in FY03 on their behalf. District offices supplied this information through a survey done last spring.

Since schools will be using their individual average teacher salary, all FY03 budget lines using district average teacher salary were adjusted to reflect the actual or school average teacher salary. Vacant teacher positions were valued at \$40,463 (\$41,000 less Teacher Support Aid of \$537). Spending plan amounts were used for all other vacancies.

Schools with growing pupil enrollments should expect an increase in resources to support additional classrooms. Likewise, schools with declining registers should expect fewer resources. To reflect these actions, FY03 budgets were adjusted consistent with projected register changes.

Lastly, FY03 budgets were reduced for Financial Plan reductions and for allocations that will be provided subsequent to this initial allocation.

A corridor is established around the adjusted FY03 school budget. The floor is set at (2.50%) of the FY03 Budget and the ceiling is set at +2.25% of the FY03 budget. If the sum of a school's formula allocations (Sections A through D) is within these limits, the formula allocations become the school's FY04 initial allocation. If the Formula Allocations are below the floor, then the *floor* becomes the FY04 initial allocation. If the Formula Allocations are above the ceiling, then the *ceiling* becomes the FY04 initial allocation. Additionally, no school may gain or lose more than \$300,000.

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TECHNICAL DOCUMENTATION

Components of the Corridor

Sources of Data: Snapshots of school spending plans were taken in April/May in Galaxy or FAMIS as applicable. Surveys were sent to Districts for them to indicate the amounts of their March D.O. spending plan snapshots that were used for school-based services.

Inclusions: Only the following FY03 fund sources were included in the base.

- TAX LEVY (ALL OTHER)
- PCEN - UMBRELLA
- IDEA DIST PER CAP
- ERSSA
- SIG
- CHAPTER 53-READING
- AIDP
- PCEN-LEP
- BIL-PART 154-LEP
- MAGNET SCHOOLS-06

Within Tax Levy the following quick codes/allocation categories were excluded: Summer, UPK, Adaptive Physical Education, Partners in Reading, District / Superintendent Office, and Community School Board, SURR Schools.

Terminal Leave and Sabbatical lines were excluded.

Budget Amounts Updated to Actual Salaries

- All Galaxy school spending plan annual lines in all fund sources were updated to actual salaries based on file numbers in EIS, annualized for FY04. (Note: CSA titles were not updated to reflect collective bargaining agreements. CSA salaries will be updated in Galaxy by the end of June.)
- Galaxy survey lines were not adjusted because of the minimal number of teachers on the survey.
- FAMIS teacher lines from the school spending plans and surveys were updated based on the school FY03 average teacher salary, annualized for FY04. Only fund sources scheduled at the district average salary (tax levy and 'average salary' reimbursable programs) were updated. Spending plans via EIS for all other reimbursable programs are already at actual.

Fringe Benefits: FY03 fringe rates were added to all lines in all reimbursable programs.

Vacancies:

- All Teacher vacancies in Galaxy spending plans were projected at an annual amount of \$40,463 (excluding TSA of \$537). This is the citywide average salary of all new teachers. All other vacancies were projected at the spending plan amount.
- All FAMIS and survey vacancies were projected at the spending plan amount.

Sub-Schools were converted to the main school designation. Collaborative Schools were consolidated to the HS designation.

Subtractions:

- All mentor teachers were identified based on EIS and subtracted from schools
- OTPS for new schools: Schools that received an allocation in FY03 had these funds removed for FY04.
- Category 1 SURR Schools: Consistent with current policy, schools in Phase I of the transfer out of District 85 had half (1/2) of their FY03 allocation removed. Schools in Phase II of the transfer had their entire FY 03 allocation removed.

Register adjustment: School subtotals were adjusted by the projected register change (a factor equal to their Projected October 2003 registers divided by their audited October 2002 registers).

FY 03 Budget Adjusted for Reductions: All FY03 school budgets were subsequently reduced by approximately 6% due to New York City Financial Plan reductions; lower teacher salaries on average; absence of the usual rollable tax levy surpluses from the present fiscal year into next year's (FY04) budget; timing issues due to not all FY04 funds being allocated yet; and, some items in the FY03 budget that are allocated outside the corridor.

SECTION F

MIDDLE SCHOOL ENGLISH LANGUAGE ARTS (ELA) INITIATIVE

The Mayor's January Financial Plan provides \$13.8 Million (\$11.0M salary, \$2.8M fringe benefits) in support of the Children First middle school English language arts (ELA) initiative. Resources are being allocated on a per capita basis for pupils enrolled in:

- Grades 5 through 8 in Middle Schools,
- Grades 7 and 8 in elementary K-7 and K-8 schools, and
- Grades 6, 7 and 8 in Kg-12 and 6-12 schools.

The middle school initiative focuses on ELA class size reduction to 28 or fewer pupils. If the allocation is insufficient to reduce ELA class size, resources are to be used to supplement the ELA program (e.g. academic enrichment during or after the school day).

SECTION G SPECIAL NEW YORK STATE FUNDS

LIBRARY BOOKS and COMPUTER SOFTWARE

For library books and computer software, the State appropriates the lesser of:

- < A per capita amount based on the prior year's enrollment multiplied by the State's per pupil rate, or
- < The prior year's expenditure.

FY'03 expenditures are expected to be high enough to optimize the State formula for both aids, i.e., receive aid via the per capita method.

Public school library book and computer software funds are distributed among the schools based on audited October 31, 2002 pupil enrollments (adjusted to exclude long term absentees). Since that register is known and unchanging, allocations presented are final.

As part of the Vendor Commodity Analysis (VCA) Project, certain Microsoft and Norton Software programs will be purchased centrally and be available to all schools, all computers, at no cost. State Software revenue will be set-aside to cover the cost of contracts. The greater buying power of the VCA will result in increased resources to schools, although fewer dollar resources have been allocated.

COMPUTER HARDWARE

Computer Hardware Aid is distributed on the basis of audited net October 31, 2002 registers and the aid available. Computer Hardware allotments presented in this section are final and no Midyear adjustment is necessary.

**SECTION H
TITLE I ALLOCATIONS**

TITLE I SCHOOL TARGETING

A school will be targeted to receive Title I resources if its poverty percentage is at or above the cutoff rate (described below). The poverty rate is the number of Free Lunch Eligible pupils divided by the student enrollment. Pupils are deemed free lunch eligible if there is a completed free lunch form for the child or the student is receiving public assistance that has the same or lower income requirement as free lunch (TANF, Food Stamps, and Medicaid).

The Human Resources Administration (HRA) provides child specific information for the public assistance categories. Child data is matched to the Department of Education’s pupil data base, ATS, which already contains free lunch data. All data is as of October 31st. From ATS, a school register and an unduplicated free lunch eligible count is produced. Dividing poverty by enrollment yields the school’s poverty rate.

This measure focuses on a school’s actual student population and is unburdened by issues of attendance zones in a school system with school choice and un-zoned schools.

The County Provision requires Title I funds to be allocated among the five boroughs in proportion to each county’s share of poverty counts in the federal census. Beginning this year, separate Title I poverty cutoffs are established for each borough (county). The cutoff is the lower of the city-wide cutoff and the county’s average poverty percentage. The city-wide rate is 60% (the FY03 rate was 62%). The Title I poverty cutoff rate by borough is:

	<u>City-Wide</u>	<u>Manhattan</u>	<u>Bronx</u>	<u>Brooklyn</u>	<u>Queens</u>	<u>Staten Island</u>
County Average Poverty	68.49%	71.99%	82.33%	72.19%	57.86%	35.53%
City-Wide Cutoff	60.00%	60.00%	60.00%	60.00%	60.00%	60.00%
County Title I Cutoff	60.00%	60.00%	60.00%	60.00%	57.86%	35.53%

Schools targeted Title I in FY03 that have poverty rates below their respective county cutoff will be grandfathered Title I in FY04. Affected schools will receive a Title I allocation reduced in proportion to their poverty rate divided by the citywide cutoff of 60%. Federal law permits grandfathering for one year only.

The Title I per capita by county are:

	<u>City-Wide</u>	<u>Manhattan</u>	<u>Bronx</u>	<u>Brooklyn</u>	<u>Queens</u>	<u>Staten Island</u>
Gross Per Capita	\$1,125.75	\$1,012.48	\$1,034.28	\$1,229.79	\$1,159.84	\$1,314.14



NON-PUBLIC SCHOOL AND NEGLECTED CHILDREN APPROPRIATION

The law requires use of comparable criteria to distribute Title I funds to public and non-public school students. This mandate is satisfied by identifying free lunch eligible non-public school students who reside in the attendance areas of Title I designated public schools (see below).

Title I funds are divided among each borough's Title I eligible student population to yield the borough's Title I per capita. The eligible population includes public school, non-public school and neglected children (count provided by the State). The per capita multiplied by the respective non-public eligible pupil count becomes the Non-Public School share of the Title I appropriation. Likewise, the Neglected Children Title I appropriation is calculated by multiplying the county per capita by the respective count of neglected children.

The Neglected Children programs are administered by both Alternative High Schools Programs and Citywide Special Education.

The Non-Public School Title I per capita appropriation is administered by the Bureau of Non-Public Schools Reimbursable Services.

	<u>TOTAL</u>	<u>Manhattan</u>	<u>Bronx</u>	<u>Brooklyn</u>	<u>Queens</u>	<u>Staten Island</u>
<u>Neglected and Delinquent</u>						
Title I Eligible Pupils	1,769	464	493	265	378	169
FY04 Allocation	\$1,966,099	\$469,793	\$509,902	\$325,895	\$438,420	\$222,089
<u>Non-Public Schools</u>						
Title I Eligible Pupils	36,119	8,183	10,705	13,065	3,517	649
FY04 Allocation	\$40,356,431	\$8,285,159	\$11,072,019	\$16,067,216	\$4,079,163	\$852,874

The measure of poverty for non-public school children uses the same data described above for public school students. The difference is that non-public schools provide free lunch information through an on-line database.

The Federal law prohibits the targeting of non-public schools for Title I purposes. Consequently, to identify a non-public school Title I eligible pupil, the following procedure is used.

1. Low income non-public school pupils are identified using the same measure as public school,
2. A NPS low income pupil's address is mapped to a public school attendance zone for the appropriate age and instructional level,
3. If the attendance zone is that of a Title I public school, the NPS student is Title I eligible; if the attendance zone is that of a Non-Title I public school, the NPS student is not Title I eligible.

The public school attendance zones include both Title I schools that meet the established cutoffs, and grandfathered schools.

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PUBLIC SCHOOL ALLOCATIONS

Title I funds remaining after deducting the Non-Public School and Neglected Children shares of each borough's appropriation, are available for public school allocation. A portion of this amount is committed to programs such as No Child Left Behind school choice (transportation) and supplemental educational services, prekindergarten program, support for low performing schools, and bilingual paraprofessional training. These are either allocated separately to districts or administered centrally. The Title I budget, net of these adjustments, is allocated for elementary, middle and high schools on a per capita basis using the number of poor children attending those Title I designated schools. As described above, allocations for grandfathered schools are prorated.

The organization of citywide special education classes, with the delivery to each pupil of services prescribed in their Individual Education Program (IEP), reduces the need for supplemental Title I services. As a result, Public School Title I resources are being allocated only for eligible students in the community school districts and high schools. This policy has been in effect since FY'94.

The public school Title I county per capitas are:

|                                        | <u>City-Wide</u> | <u>Manhattan</u> | <u>Bronx</u> | <u>Brooklyn</u> | <u>Queens</u> | <u>Staten Island</u> |
|----------------------------------------|------------------|------------------|--------------|-----------------|---------------|----------------------|
| Public School<br>Allocation Per Capita | \$869.88         | \$788.89         | \$801.90     | \$942.84        | \$901.13      | \$990.57             |

Federal law requires that a minimum of 1% of a school's allocation support parent involvement programs. These programs must be designed in collaboration with parents of Title I participants.

A Schoolwide program is based on a comprehensive schoolwide program plan designed collaboratively at the school level to improve instruction. In addition to challenging content, the plan incorporates intensive professional development for staff and parents and collaboration, where appropriate, with community organizations to strengthen the school's program.

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SECTION I
TITLE III LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT (LEP)
and IMMIGRANT STUDENTS

As part of the Federal No Child Left Behind Act, this initiative is intended “to ensure that children who are limited English proficient , including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet ...” Title III funds must be used to provide supplemental services – supplemental to current tax levy and categorical initiatives.

Resources are being allocated on a per capita basis using estimated revenue and the number of LEP eligible pupils.

Estimated Revenue	\$19,902,900
No. of LEP eligible pupils	129,829
Per Capita	\$153.30

**SECTION J
STANDARDS AT THE LOCAL LEVEL**

Standards at the local level is funded by \$33,100,000 of State operating standards aid, divided as follows:

	<u>Operating Standards Aid</u>	<u>Register</u>	<u>Per Capita</u>
Elementary & Middle Schools	\$22,301,000	718,873	\$31.02
Highs Schools	\$9,640,800	298,217	\$32.33
Indirect Cost Elem, MS & HS	\$958,200		
Citywide Special Education	<u>\$200,000</u>		
TOTAL	\$33,100,000		

The Operating Standards Aid is distributed in proportion to the audited October 31, 2002 register adjusted to exclude prekindergarten children, pupils over 21, and long term absentees. This categorical allocation is to be used pursuant to Education Law Section 3602 (38) for services and expenses in helping students improve achievement in order to meet the high learning standards and assessments established by the Board of Regents.

Allowable activities include:

- < the provision of direct instructional services to students, including academic intervention services,
- < the provision of appropriate professional development services to teachers, and
- < the developing and sharing of innovative educational practices.

