

D. BASE INSTRUCTIONAL SERVICES ALLOCATION

PURPOSE:

- < Basic Classroom Staff: Teachers, Paraprofessionals, etc.
- < Instructional Support Services -- After-School Literacy, Multicultural Education, etc.
- < School Support Personnel -- Principals, Assistant Principals, School Secretaries, etc.
- < Other than Personal Services -- Instructional Supplies, Materials and Equipment, etc.

The Instructional Services allocation provides sufficient funding to support the basic classroom instructional program for all pupils -- kindergarten through twelve, general education and special education. Additional resources are provided by *other parts* of school allocations for supplementary pupil services such as academic remediation, English language learner program excess cost, English as a second language, special education mandates, related services, and health supervision/support.

INSTRUCTION SERVICES:

A) Formula:

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

- < **School Overhead** - allocation dependent upon instructional level and school register, funds 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, 2004 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, 2004 registers.

School Overhead Allocation:

The School Overhead component of the Basic Instructional Services allocation formula provides for the minimum school overhead needs. In Fiscal Year 2005, the School Overhead Allocation changes from a fixed allocation to a variable allocation, tied to the number of pupils on a school's projected register. The table below shows all the traditional elements of the school overhead formula, which vary by school type (Elementary, Middle School and High School). All the traditional elements, added together, result in the total allocations shown as "current." The **green**

elements, added together, result in the allocations shown as “basic.”

School Overhead Support Elements			
	Elem	MS	HS
Principal	\$105,000	\$110,000	\$115,000
	0	0	0
Supervisory Support	\$0	\$0	\$100,000
School Secretary	\$37,000	\$37,000	\$37,000
Guidance Counselor	\$0	\$62,000	\$62,000
Librarian	\$0	\$60,000	\$60,000
School Aide	\$22,000	\$22,000	\$22,000
Sch Leadership Team	\$4,200	\$4,200	\$4,200
Chapter Leader	\$32,000	\$0	\$0
Circular 6	\$27,000	\$27,000	\$27,000
Misc (rounding)	\$2,800	\$2,800	\$2,800
Current	\$230,000	\$325,000	\$430,000
	0	0	0
Basic	\$195,200	\$262,200	\$267,200
	0	0	0

All schools will be given funding to cover the *basic* overhead elements (in green). But, schools with projected pupil registers above 600 will fund a *portion* of the current, traditional school overhead costs – shown in white. The larger the school, the more of the current, traditional overhead costs it will fund. The following chart summarizes the phase-in of overhead costs as a school’s register grows.

SCHOOL OVERHEAD			
Register Range	Less Than	between	at/above
EL	600		1,200
MS	600		1,200
HS	600		1,200
Overhead Amount			
	Current	Variable	Basic
EL	\$230,000	(\$58)	\$195,200
MS	\$325,000	(\$105)	\$262,200
HS	\$430,000	(\$271)	\$267,200

All schools with registers of 600 and below will receive funding for *all current* overhead elements. Mid-sized schools will need to fund a greater share of non-basic overhead costs as their size increases. For example, in an Elementary School, each student over 600 will decrease the “current” overhead allocation by \$58. When the school’s register reaches 1,200, the school will receive a basic overhead allocation of \$195,200. Schools with pupil populations over 1,200 will receive funds for 100% of basic overhead costs (shown in green).

For purposes of calculating the School Fixed Allocation, elementary schools are defined as schools K 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.).

New Schools for FY 05

For new schools (including programs that are converting into schools), the Basic Instructional Services allocation formula continues to reflect the fact that, in their development, new schools do not require the same level of resources as fully formed existing schools. While the Base Teacher allocation and the Pupil per Capita allocation is the same as for other schools, the School Fixed Allocation is reduced. As these schools reach their full size, the resources allocated to them will be increased.

Although Principals have full discretion over their budgets, the School Fixed Allocation provides enough resources to support the following needs:

	New Elementary Schools	New Middle and K-8 Schools*	New High Schools	New 6-12 Schools*
TOTAL	\$230,000	\$235,200	\$240,200	\$340,200
Principal	\$105,000	\$110,000	\$115,000	\$115,000
Supervisory Support	\$0	\$0	\$0	\$100,000
School Secretary	\$37,000	\$37,000	\$37,000	\$37,000
Guidance Counselor	\$0	\$62,000	\$62,000	\$62,000
School Aide	\$22,000	\$22,000	\$22,000	\$22,000
School Leadership Team Members	\$4,200	\$4,200	\$4,200	\$4,200
Chapter Leader	\$32,000	\$0	\$0	\$0
Circular 6 (supervising school aide)	\$27,000	\$0	\$0	\$0
Misc. (rounding)	\$2,800	\$0	\$0	\$0

* 6-12 Schools that are starting with only 6th grades will be provided with “Middle Schools” allocations (until they enroll 9th graders) while 6-12 Schools that are starting with 6th and 9th grades will be provided with “6-12 School” allocations

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. In Fiscal Year 2005, the formula for calculating the number of teachers for self-contained and collaborative team teaching is changed.

- For Fiscal Year 2005, the formula now computes the number of teachers for **self-contained special education** classes at a class size of 12 pupils to one teacher. In Fiscal Year 2004, special education self-contained pupils were included with the general education population and received the general education teacher to pupil ratio (for

example, in early grade classes at a ratio of 25 students to one teacher.) When Self-contained class size is lower than 12:1, the excess cost of the teacher is covered by the Special Needs Tax Levy Allocation.

- For Fiscal Year 2005, we have added a new class category specifically for special education **Collaborative Team-Teaching (CTT)**. The new category will fund the special education CCT teacher at a ratio of one special education teacher for ten special education pupils. Since these pupils are *also* counted in the general education register, they will also generate resources to fund the general education teacher who is part of the Collaborative Team-Teaching model. Where there are fewer than 10 special education students, the excess cost of the special education teacher is covered by the Special Needs Tax Levy Allocation.

Supplemental allocations, not included in the Instructional Allocation, will provide for enrichment/remediation, smaller class size, and other 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. For Fiscal Year 2005, each type of school will receive allocations based upon its own per capita rate. The per capita for Middle Schools, in particular, is being increased in Fiscal Year 2005.

The shift of certain funds out of the basic instruction allocation category and into targeted allocations (e.g., Project Arts) will lower the Basic Instructional Services Per Capita rates in fiscal year 2005 compared to fiscal year 2004. (See Technical Documentation details listed below.) A small decrease, less than 2%, is due to the impact of non-recurring revenues on the Department of Education's budget.

B) Rates and Costs:

Contractual Rate Support:

Allocations reflect FY04 and FY05 contractual rates where agreements exist. In FY05 this pertains to District 37 titles (e.g., Family Workers, SAPIS, Office Associates). For contracts that have not yet been renegotiated, existing salary schedules are used. In anticipation of collective bargaining settlements, and, to offset increases in fringe rates, all allocations with reimbursable fund sources will be reduced by up to 6% in order to establish a collective bargaining reserve. Should the collective bargaining process result in additional costs in Fiscal Year 2005, the necessary resources will be allocated to schools so that schools will be held harmless.

School Actions:

All allocations presented in this document reflect known school openings, closings and transfers, including over 100 new and restructured schools for September, 2004. October 31, 2003 and projected October 31, 2004 registers have, to the best of our ability, been adjusted to reflect pupils expected to leave one school to attend a newly opening school. The impact of Fiscal Year 2005 No

Child Left Behind school transfer option (in as much as it differs from FY04) is not yet known and so is not factored into Fiscal Year 2005 allocations.

Average Teacher Salary:

The teacher allocation provides funds utilizing each school's average teacher salary. This rate is based on the May 2004 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, 2004 registers**. Consequently, at midyear, allotments will be adjusted to bring them in line with actual pupil counts as in the past. (Please see Section D1 for a table showing detailed register projections for all schools http://www.nycenet.edu/offices/d_chanc_oper/budget/dbor/allocationmemo/fy04-05/datafiles/d1.xls)

Projected October 31, 2004 student registers were submitted by schools/Regional Operation Centers. Enrollments were collected by grade divided into four groups described below.

Group A: Self-contained special education students served full-time by one teacher in a self-contained classroom.

Group B: Special education pupils in a Collaborative Team Teaching class -- special education students taught in a classroom with 2 teachers (i.e., 1 general education plus 1 special education teacher). The general education students served in this class are reported in Group D below.

Group C: Other Special Education pupils in general education classrooms, not counted in Groups A or B (e.g., those pupils receiving IEP mandated instructional services such as special education teacher support services (SETSS), resource room, or District 75 inclusion pupils).

Group D: General Education pupils, the remaining pupils in the school.

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

\$ Early Grade: all pupils 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 and 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 Aweighted 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 specialty 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.

Anticipated Register Changes:

Final allocations will be based on the actual audited October 31, 2004 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 anticipating pupil enrollments in excess of their allocated register projection may request permission from their Regional Operations Center to staff their school at a higher level than their allocated budget.

Schools showing **enrollments below projection** will need to **self-fund** any loss resulting from overstaffing **unless staff excesses are declared within 15 days of the start of the school year.** (For more details, please see SAM #4) In addition, excess funding resulting from over-projected registers must be placed in the **Register Loss Set Aside** as soon as possible.

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**Technical Documentation: Class Size and Teacher Workload**

Class size maximums are established by the Department-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<br>Grade | Elem        | Mid<br>Sch<br>Title I | Mid Sch<br>Non-<br>Title I |
|--------------------------------------------------|----------------|-------------|-----------------------|----------------------------|
| 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<br>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<br>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        | 26.666<br>7 | 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.
- < Vocational Education in a vocational high school is given 20 periods in 8 terms or 20/8, which equates to 2.50.
- < All other subjects 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-à-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 to 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.)

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**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.

|                    | Elementary   | Middle Sch   | High School   |
|--------------------|--------------|--------------|---------------|
| Budget Amount      | \$40,514,428 | \$44,407,000 | \$127,248,750 |
| Projected Register | 471,098      | 222,035      | 282,775       |
| Per Capita         | \$86         | \$200        | \$450         |

In Fiscal Year 2005, significant changes in the programs covered by the Instructional Per Capita include:

- Removal of funding for Project Arts which will have its own separate Allocation Category;

- Removal of funding for Middle School Sports which will have its own separate Allocation Category;
- Removal of funding for Student Activity Fees which will be included in the Instructional Services Allocation Category as a separate allocation “event” (see allocation history in Galaxy)
- Inclusion of funds for Middle School English Language Arts.