

Fair Student Funding & School Budget Resource Guide FY 2017

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INTRODUCTION

The New York City Department of Education is committed to working collaboratively with parents, educators, school communities, and external stakeholders to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically thinking adult.

What We Believe

- Embrace a **holistic approach** to educating the child and improving student achievement.
- Celebrate what schools do every day.
- Hold schools and the school system accountable for the shared goal of **building capacity** to drive student achievement.
- Renew the spirit of **collaboration** and establish a **common language** for improvement.
- **Bring together** the strengths of schools and their communities to support students throughout the school day and beyond.
- Advance educational attainment by preparing every New York City public school to compete in the 21st-century workplace.

How We Get There: Framework for Great Schools



Proven research-based approach that enables the DOE to partner with schools to improve student achievement.

[The Framework for Great Schools](#) and the [Strong Schools, Strong Communities](#) support structure provide a roadmap for how the Department will achieve these goals.

I. Framework for Great Schools - A Roadmap for School Improvement:

The Framework for Great Schools, provides schools with a roadmap to recognize schools' strengths and diagnosing schools' weaknesses in order to set a better course of action for driving student achievement.

The framework considers the interplay of leadership, professionalism, culture, community, and instructional vision and how these factors work together to help students succeed. Across the school system, the framework establishes a shared goal of building a school's capacity across six essential elements:



Figure 1: The Framework for Great Schools

1. **Rigorous instruction:** Classes are driven by high educational standards and engage students by emphasizing the application of knowledge.
2. **Collaborative Teachers:** The staff is committed to the school, receives strong professional development, and works together to improve the school.
3. **Supportive Environment:** The school is safe and orderly. Teachers have high expectations for students. Students are socially and emotionally supported by their teachers and peers.
4. **Strong Family-Community Ties:** The entire school staff builds strong relationships with families and communities to support learning.
5. **Effective Leaders:** The principal and other school leaders work with fellow teachers and school staff, families, and students to implement a clear and strategic vision for school success.

6. **Trust:** The entire school community works to establish and maintain trusting relationships that will enable students, families, teachers, and principals to take the risks necessary to mount ambitious improvement efforts.

II. Strong Schools, Strong Communities Support Structure

Over the past year, the Department has worked to implement the *Strong Schools, Strong Communities* support structure to provide equitable and differentiated support to all of our schools. Central to this work has been developing clear lines of authority and accountability while aligning support and supervision. This includes:

- **Superintendents' Offices:** Superintendent teams work to ensure that schools meet student achievement goals and identify areas of focus for support; and, are accountable for all schools in their districts
- **Borough Field Support Centers (BFSCs):** each of our seven geographically located Borough Field Support Centers house the full range of school support personnel, including experts on: instruction, operations, student services, health resources and counseling, and supporting English Language Learners and students with special needs.
- **Central:** Central Teams, under the leadership of the Chancellor and her Chief Operating Officer/Chief of Staff work with Superintendents and Field Centers to guide policy implementation, provide training, and lead initiatives

School budgets remain stable or are increasing for FY 2017. Increased funding from the State has allowed the Department to raise the FSF floor to 87%.

This guide will provide an overview of the fiscal responsibilities of school principals, and offers background on the funding process for your school's major allocation in FY 2017: Fair Student Funding.

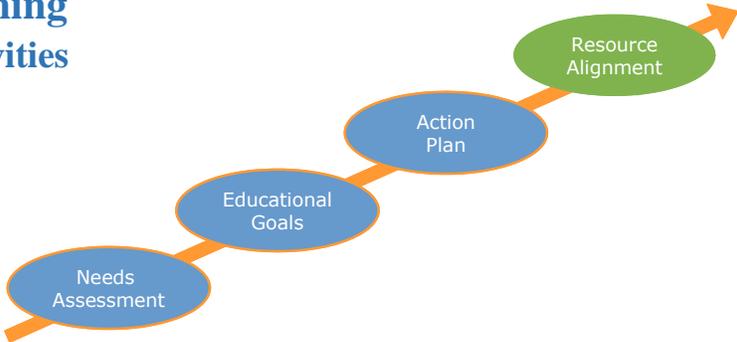
CHAPTER 1: PROCESS AND PLANNING

School-based financial and operational planning is crucial.

Schools must use student based data to inform the Comprehensive Education Plan (R/S/CEP) and Quality Review self-evaluation to outline the school’s goals and objectives and strategy for achieving.

The budget is the product of a collaborative process requiring a clear understanding of the school’s goals for improving student outcomes and its plans for achieving them.

School Planning Process Activities



Vision:

Define the outcomes students are expected to achieve and the pathways available for achieving these outcomes.

Rules:

Ensure the vision is embedded in all relevant DOE, State and Federal policy parameters and practical constraints. This includes academic, financial, procurement and labor policies, as well as instructional mandates for special student populations including students with disabilities and English Language Learners.

Tools:

Use student data, Department wide systems, and central and field based subject matter experts to create a master schedule aligned to the school’s vision and to assign students to academic programs based on their needs.

The budget may change throughout the year to maintain alignment with school needs and staffing changes. Major changes in program plans or delivery models require that the R/S/CEP be updated to re-align the school’s plans, actual program implementation, and budget.

1.1. Principal Fiduciary Responsibilities

It is the Principal's responsibility to approve budget, payroll, procurement and purchasing transactions. Principals must ensure that all transactions support educational priorities or expenditures related to the "Business of Education."

The principal must ensure that all expenditures align with allocated funding levels. Principals are also responsible for resolving any over-expenditures and disallowances. Disallowances are expenditures which are not permitted under the guidelines of the program funding those expenditures. When disallowances are identified, appropriate alternative funding must be identified within the school to pay for those costs.

Principals must follow program guidelines and regulations and have strong internal financial controls in place. If a principal chooses to designate such authority it should be to trusted and trained staff. Principals however must remain aware that he or she is ultimately responsible for all actions taken on their behalf by their designees.

School leaders and other personnel should use the following internal financial controls:

- Safeguard and inventory all school assets
- Schedule effective and efficient operations
- Reliable financial reporting; and
- Compliance with applicable DOE, State and Federal laws and regulations.

Principals should refer to the Office of the Auditor General (OAG) [website](#) for guidance and training.

All transactions should be fully documented and are subject to monitoring and audit by both internal and external control bodies such as the City and State Comptroller, State Education Department, Federal Department of Education, and private accounting firms contracted by the DOE or other oversight bodies to ensure proper controls.

Principals are reminded that fiscal management is a priority and they will be held accountable for their budgetary decisions.

1.1.2. Student Data

Student data must be updated and maintained in **all** DOE systems (e.g. ATS, STARS, SESIS) to ensure proper data for budget, accountability, and reporting purposes. Schools should engage in regular review of their student data through the data quality management process.

Please see [here](#) for more information.

School funding may be at risk if student data is not updated in accordance with published deadlines.

1.2. School Leadership Teams

The principal is responsible for developing the school-based budget using all student data available, in consultation with the School Leadership Team (SLT), and ensuring that it is aligned with the R/S/CEP. The SLT is responsible for developing the School's CEP and ensuring that it is aligned with the school-based budget. SLTs must use a consensus-based decision-making process. For details and guidance, refer to [Chancellor's Regulation A-655](#).

The staff in the Borough Field Support Centers (BFSC) is ready to assist principals and their designees in the development of the initial budget and school organization and ongoing management of budget changes throughout the year. BFSC budget directors are responsible for review and approval of all budget modifications submitted by principals or their designees on the Galaxy Table of Organization.

1.4. Role of Superintendents

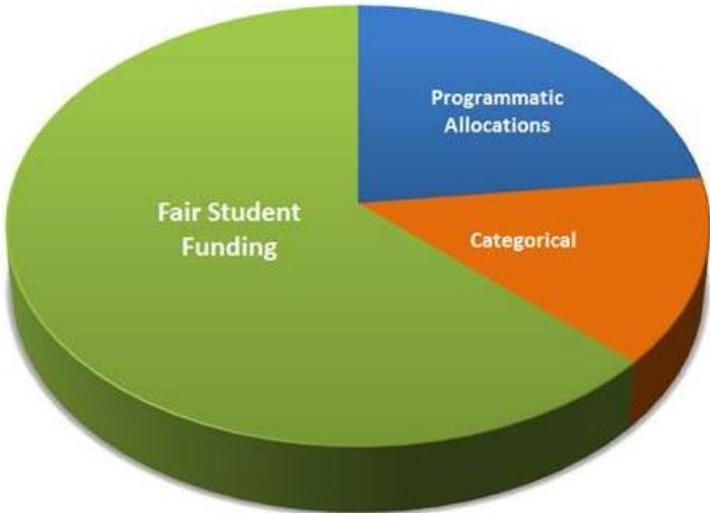
As the community and instructional leader tasked with ensuring quality for each school in his or her jurisdiction, the superintendent and his/her designees may provide additional guidance and input on instructional approaches or support needs that may affect a school's budget. The Superintendent shall review the proposed school-based budget, the principal's written justification demonstrating that the proposed school-based budget is aligned with the School's R/S/CEP, and the SLT's comments on the principal's written justification, if any. For details and guidance, refer to [Chancellor's Regulation B-801](#).

CHAPTER 2: THE DEPARTMENT’S OVERALL BUDGET

2.1. How Are School Budgets Funded?

Below is a listing of major categories of school allocations. Each allocation is explained more fully in the School Allocation Memoranda (SAM) found on the [Division of Finance’s website](#):

Funding Streams to Schools



Fair Student Funding (FSF) covers instructional needs and is allocated to each school based on the number and need-level attributes of students at the school, adjusted for the school’s funding percentage. All money allocated through FSF can be used at the principals’ discretion.

See Chapter 3 and 4 for additional details.

Note: Schools in District 75 and programs in District 79 do not receive a Fair Student Funding allocation because of their distinct instructional models. They receive funding under a separate methodology.

Categorical Allocations:

- **State and Federal Categorical Programs** are restricted by the State or Federal government on how they can be distributed to and used by schools. Examples include Title I, and other programs such as IDEA, Universal Pre-K, and Attendance Improvement/ Dropout Prevention. These programs are listed as Externally Restricted Programs in the SAMs.
- **Contracts for Excellence Funds** come from the State as a result of its commitment to increase funding to New York City in 2007-08 and 2008-2009. However, the original planned phase-in of increased dollars has not been realized. These funds must be allocated according to the State's indexing methodology. The funds must also be spent by schools according to the City's Contract for Excellence with the State. Refer to Chapter 7 for more information.

Programmatic Allocations:

- **Internally Restricted Funds** includes City initiatives that remain outside of Fair Student Funding because of their unique structure or priority, such as the parent coordinator initiative or Universal Pre-K start-up funds. These funds are often restricted and can only be spent on certain services. These programs are listed as Internally Restricted Programs in the SAMs.
- **Other Special Education Funds** pay for mandated special education support that supplements core classroom instruction services. These dollars are allocated in addition to the funds allocated to schools based on their counts of students with disabilities as part of the Fair Student Funding allocation.

Strong Schools, Strong Communities Support

Funds consist of two components: central funds for supports provided by the Borough Field Support Centers and additional funds which are allocated on a per school basis that can be used at the principals' discretion (in consultation with their superintendent and SLT) to best meet focus areas.

For FY 2017 these funds are to be used by schools to support their programs and services aligned with the goals of the [Framework for Great Schools](#) and the [Vision for School Improvement](#), including associated per session/per diem costs. Schools should utilize a portion of the funds from this SAM to provide staff with per session and per diem funding to attend professional learning provided by the Strong Schools, Strong Communities support structure.

The Department provides the following support services via the Borough Field Support Centers at no cost to the schools:

- **Instructional Supports:** The Department of Education will provide instructional supports to schools through a capacity building approach. The new support structure will provide schools with the resources needed to implement meaningful change through continuous cycles of improvement. Instructional supports will include both pedagogical as well as content driven supports for all students including Students with Disabilities and English Language Learners
- **Operational Supports:** The Department of Education through the Borough Field Support Centers will provide finance, budget, HR, procurement and payroll support to schools, as well as access to other operational supports provided by central including space planning, facilities and space management, food and transportation needs of schools
- **Student Service Supports:** The Department of Education will provide student service supports to all schools through the Borough Field Support Centers this includes guidance services, attendance supports, crisis intervention, health, substance abuse and prevention, safety and suspension supports
- **Accountability and Performance Evaluations:** The Chancellor and her team, including community and high school superintendents, are primarily responsible for all DOE personnel decisions. This includes appointing principals, acting as the rating officer for principals, reviewing and approving school budgets, and performing all other duties and responsibilities conferred by law. They also play a vital role in the Department’s accountability initiative, working closely with the Division of Teaching and Learning.
- **Policy Implementation and Support:** The Department of Education monitors and supports schools in their efforts to comply with the myriad laws, regulations, and collective bargaining agreements to which all schools are subject. The Office of Academic Policy and Systems and the compliance team of the General Counsel’s Office ensure that schools are in compliance through streamlined reporting and targeted support.
- **System-wide functions related to policy and resource allocation:** The Department of Education continues to make system-wide decisions, ensuring that all standards are rigorous and clear and services are of high quality. It also ensures that resources are allocated fairly and equitably, and implements student enrollment policies that are fair, in the best interest of students, and consistent citywide.

For a comprehensive list of services provided by the Department, please see the [Principals Portal homepage](#) of the DOE.

2.2. Information on Other Funding Streams

2.2.1. School Allocation Memoranda

Detailed information on each funding stream's purpose, allocation methodology and spending restrictions can be found online on the Division of Finance website under the [School Allocation Memorandum \(SAM\) section](#).

2.2.2. Reimbursable Handbook

The Reimbursable Handbook was designed as a tool to assist principals and School Leadership Teams in the appropriate use of reimbursable dollars. The overarching prerequisites of reimbursable funding are:

- Expenditures must support the purpose for which the funding was allocated.
- Funds must supplement, not supplant instruction.

The Reimbursable Handbook can be found [online](#) on the DOE intranet.

CHAPTER 3: THE BASICS

INTRODUCTION TO FAIR STUDENT FUNDING

Fair Student Funding (FSF) aims to achieve five major goals: improving student achievement, funding schools equitably, making school budgets more transparent, empowering school leaders, and aligning financial policies with the Framework for Great Schools and the Strong Schools, Strong Communities model and the central tenet in the Framework for Great Schools.

Improve student achievement: This goal is aligned with the second pillar denoted in Chancellor Fariña’s guiding principles. In order for students to excel in the classroom, they must have access to the necessary resources to help them succeed. Fair Student Funding eliminates restrictions on dollars and gives schools the opportunity to make the best choices for their students. Fair Student Funding provides financial incentives for schools to enroll struggling students—and rewards schools when they succeed in improving student results by not taking away the funds that would otherwise be reduced due to student improvement.

Move toward equity: The DOE maintains the vision of gradually fully funding all schools in an equitable manner. To this end:

1) schools with net increases in their weighted student register as compared to the previous year will have these increases funded at the full formula, even if the school funding is less than the full formula (the weighted register is used in FSF to account for additional resources schools need to serve specific populations of students by providing greater weights for these populations). Schools with net decreases in their weighted student register as compared to the previous year will have these decreases removed at each school’s funding percentage.

2) the FSF floor will be raised to 87% in 2016-17.

Make school budgets more transparent: Fair Student Funding enabled the elimination of many complex funding streams, providing most funding to schools in a single, simplified budget allocation.

Empower school leaders: Principals are freed from many separate funding and scheduling rules in the combined funding streams. Funding is stable from year to year, and principals are able to anticipate and plan for changes in future years.

3.1. The Basics: A Transparent Way to Fund Schools

Fair Student Funding is based on simple principles:

- School budgeting should fund students adequately, while preserving stability at all schools;
- Different students have different educational needs, and funding levels should reflect those needs as best as possible;
- School leaders, not central offices, are best positioned to decide how to improve achievement; and
- School budgets should be as transparent as possible so that funding decisions are visible for all to see and evaluate.

In keeping with these principles, Fair Student Funding means that:

- Money follows each student to the public school that he or she attends;
- Schools receive funding for each student based on grade level;
- Schools may also receive additional dollars in accordance with the needs of their students;
- Principals have greater flexibility about how to spend money on teachers and other investments;
- Key funding decisions will be based on clear, public criteria.

3.2. Implementation

Our overarching goal is to ensure that all schools receive adequate and equitable resources to educate their children. However, in striving towards this goal, it is imperative that we assess the current status to determine what is working and what needs to be revised. This means that the decision-making process is a continuous work-in-progress.

We are committed to improving funding allocations to schools through input from all stakeholders, including: principals, teachers, staff, parents, school communities, Superintendents, Community Education Councils and the Panel for Education Policy.

The realization of FSF has been hampered by the recession and the unrealized promise of funds from the Campaign for Fiscal Equity. Looking ahead, all future plans and funding commitments continue to be contingent on adequate State and City funding.

Even in the absence of formula changes, schools may face funding reductions because of changes in programs outside FSF, changes in enrollment, or loss of grant funding.

3.3. Collective Bargaining

Collective Bargaining (CB) increases through FY 2017 are incorporated into all personnel costs in FY 2017 Galaxy tables of organization. Accordingly, additional dollars have been added to each school's budget to fully fund all collective bargaining related increases for personnel lines on each school's table of organization in FY 2016. The collective bargaining adjustment in Fair Student Funding will be allocated as a lump sum within FSF based on the actual increase in costs for active staff funded in FSF in FY 2016 as of the FY 2017 Galaxy rollover, instead of adding the cost to the per capita and funding all schools at the same amount per weighted register. Maintaining the collective bargaining needs that correspond to FSF funded staff outside of the FSF formula ensures that regardless of the relative size of the FSF CB allocation, there is no impact to any schools FY 2017 FSF funding percent. To align the CB allocation in FSF to the changing needs of the school, the dollars are adjusted for the weighted register change from 2016 to 2017.

CHAPTER 4: FAIR STUDENT FUNDING FORMULA

FY 2017 Fair Student Funding Highlights

The FY 2017 Department of Education financial condition is positive, with significant new resources directed towards raising the FSF minimum funding percentage for all schools, raising the Renewal, Community and Persistently Struggling schools to 100% of the formula, and the creation of new and enhanced ELL weights. There is full funding for collective bargaining related increases, which does not affect the Fair Student Funding percent.

FY 2017 Fair Student Funding Formula

The Fair Student Funding (FSF) formula allocates dollars to schools through five basic categories:

- Foundation—a fixed sum of \$225,000 for all schools;
- Grade weights, based on student grade levels;
- Needs weights, based on student needs; and
- Enhanced weights for students in “portfolio” high schools.
- Collective Bargaining related increases for staff funded with FSF

Why These Weights?

FSF weights provide adequate funding for schools to meet legal and policy requirements. Beyond that, these weights reflect funding for academic needs of students across New York City. In particular, the weights are designed to do two things:

- Meet the needs of students with higher grade weights and students who need the greatest support; and
- Reflect objective criteria that can be applied evenly across New York City.

The weights are designed to provide the transparent levels of funding for every child’s education.

4.1. Foundation

Policy

All schools receiving Fair Student Funding, regardless of registers or type, will receive a lump-sum foundation of \$225,000. The dollars are not tagged to particular positions so that schools, rather than central administration, determine whether they need more or less core administrative staff, teachers, or other services. Schools can finance additional administrative staff using resources from the per-student allocations, and other allocations, such as parent coordinators; and other programmatic supports provided on a per-school basis, such as IEP teachers.

4.2. Grade-Level and Need Weights for FY 2017

The grade-level and need weights and associated per capita amounts for FY 2017 appear on the chart on the following page. For FY 2016, \$7.80 is removed per 1.00 student weight relative to the FY 2016 amounts to reflect the decrease in the system-wide average teacher salary, not accounting for the fully funded collective bargaining increases. Although teacher salaries increased on average from the prior year, when discounting the collective bargaining increases provided by the new contract, which are covered in a separate component of the Fair Student Funding allocation, salaries actually decreased due to higher turnover and an increase in hiring.

Grade-Level and Need Weights for FY 2017

FSF Category Type of Pupil/Need	Grade Span	Weights	FY 2017 Per Capita
FSF Grade Weight			
Grade Weight (All Pupils)	K-5	1.00	\$ 4,096.58
	6-8	1.08	\$ 4,424.64
	9-12	1.03	\$ 4,219.08
FSF AIS			
Academic Intervention	Poverty	0.12	\$ 491.59
	Below 4-5	0.25	\$ 1,023.63
	Well Below 4-5	0.40	\$ 1,638.22
	Below 6-8	0.35	\$ 1,433.70
	Well Below 6-8	0.50	\$ 2,049.33
	Below 9-12	0.25	\$ 1,023.63
	Well Below 9-12	0.40	\$ 1,638.22
	Heavy Graduation Challenge OTC	0.40	\$ 1,638.22
FSF ELL			
English Language Learner	Standalone ENL K-5	0.40	\$ 1,638.22
	Standalone ENL 6-12	0.50	\$ 2,049.33
	Bilingual K-5 <i>(Enhanced)</i>	0.44	\$ 1,802.50
	Bilingual 6-12 <i>(Enhanced)</i>	0.55	\$ 2,253.12
	Commanding K-5 <i>(New)</i>	0.13	\$ 532.56
	Commanding 6-12 <i>(New)</i>	0.12	\$ 491.59
	SIFE K-12 <i>(New)</i>	0.12	\$ 491.59
FSF SE			
Special Education	<=20%	0.56	\$ 2,294.33
	21% to 59%	1.25	\$ 5,123.11
	>= 60% SC K-8	1.18	\$ 4,837.32
	>= 60% SC 9-12	0.58	\$ 2,392.75
	>= 60% ICT K	2.09	\$ 8,554.56
	>= 60% ICT 1-12	1.74	\$ 7,128.63
	Post IEP Support	0.12	\$ 500.00
FSF Portfolio HS			
Portfolio Schools	CTE - Tier 1	0.26	\$ 1,065.15
	CTE - Tier 2	0.17	\$ 696.61
	CTE - Tier 3	0.12	\$ 491.05
	CTE - Tier 4	0.05	\$ 204.52
	Specialized Academic	0.25	\$ 1,023.63
	Specialized Audition	0.35	\$ 1,433.70
	Transfer - Heavy Graduation Challenge	0.40	\$ 1,638.22
	Transfer - Non-Heavy Graduation Challenge	0.21	\$ 853.77

4.2.1. Grade-Level Allocations

Policy

Every student receives a grade weight determined by his or her grade level:

FSF Category Type of Pupil/Need	Grade Span	Weights	FY 2017 Per Capita
Grade Weight (All Pupils)	K-5	1.00	\$ 4,096.58
	6-8	1.08	\$ 4,424.64
	9-12	1.03	\$ 4,219.08

Elementary school students are the keystone to the Fair Student Funding formula, with the weight projected to cover the cost of basic school services, excluding the value of recent collective bargaining increases, covered in a separate component of the FSF allocation. The elementary school weight is set at the primary weight of 1.00, and it serves as the starting point for the calculation of all of the subsequent Fair Student Funding weights.

Middle school students carry the largest weight due to their large drop-off in student achievement and greater average social-emotional needs, as well as higher teacher cost factors. As middle school teachers are entitled to a preparation period and an academic period, 1.4 middle school teachers are needed to cover each class, compared to 1.2 for elementary school classes.

High school students in grades 9–12 are weighted at a slightly higher level than grades K–5 for several reasons: older students tend to have higher costs for non-personnel (such as more costly science materials); they often take electives that break into smaller classes; and their schools often require more administrative personnel. This approach is consistent with our historic funding practices and with practices in other cities.

Eligibility

All students receive Fair Student Funding dollars through grade-level weights.

Schools with non-traditional grade configurations receive their grade weight funding in more than one category. For example, a K–8 school receives the K–5 weight for the K–5 grades and a 6–8 weight for the 6–8 grades. A 6th grader carries the same weight whether at a 6–8, a K–8, or a 6–12 school.

4.3. Needs-Based Allocations

In addition, students are eligible for needs-based weights for the following characteristics:

- Academic Intervention, based on:
 - Poverty for schools beginning before 4th grade, both currently or before they started phasing out. Poverty is used to estimate academic need when test results are not available
 - Student achievement upon entry for schools beginning in 4th grade or later
 - Over-Age Under-Credited OTC status
- English Language Learner status,
- Special Education, and
- High School Portfolio.

Incentives to Improve Achievement:

The FSF weights encourage success by allowing schools to get or keep resources when they are successful at improving student achievement:

- The academic intervention weight gives more money for enrolling low-achieving students. Schools keep weighted funds when students improve.
- Funding generated by the ELL weight stays in the school the year a pupil scores English Language Proficient.

4.3.1. Academic Intervention

FSF Category Type of Pupil/Need	Grade Span	Weights	FY 2017 Per Capita
Academic Intervention	Poverty	0.12	\$ 491.59
	Below 4-5	0.25	\$ 1,023.63
	Well Below 4-5	0.40	\$ 1,638.22
	Below 6-8	0.35	\$ 1,433.70
	Well Below 6-8	0.50	\$ 2,049.33
	Below 9-12	0.25	\$ 1,023.63
	Well Below 9-12	0.40	\$ 1,638.22
	Heavy Graduation Challenge OTC	0.40	\$ 1,638.22

Policy

Additional funds are targeted to students at the greatest risk of academic failure. This approach is consistent with a large body of research showing that students who are struggling in school require additional supports to succeed.

Schools should identify and provide additional instructional supports to students who are in need of support through multiple measures, including report cards, samples of student work, projects, assessments, assignments, and other student work alongside test scores. It is important to note that, in keeping with the Chancellor’s ideals, one of the most effective ways to assist struggling students is to increase the level of student support at all grade levels through Guidance Counselors and the implementation of intervention strategies.

Funding students based strictly on their test results could create unintended consequences. For example, if two schools enroll students with low levels of achievement, and one school achieves great results and the other does not, a system that bases funding on student test scores will cut funding for the school that achieved great results, which would be counter-productive.

Based on these considerations, the Fair Student Funding for Academic Intervention utilizes the following policies:

- Students receive additional weights based on their achievement at *entry* to a school. Based on this methodology, a school will receive additional funding for enrolling struggling students, but will not lose money for success in educating them.
- Students who attend a school funded with the achievement weight (instead of the poverty weight), but did not enter the school with test score data (i.e., they transferred from another state or country), can receive the weight based on special “missing score” eligibility criteria.

- As the regular citywide first testing occurs in 3rd grade, we can use test data only for schools starting after that grade (i.e., in 4th grade or later). As a proxy for low achievement, poverty is used for schools “Below” and “Well Below” eligibility determination beginning before 4th grade, although it still is only an estimate of need.
- The FSF Academic Intervention looks at all students currently enrolled in a school beginning with grade 4 or higher.
 - Below and Well Below data for pupils in entering grades with test scores **prior to FY 2010** continue to have their test results revised to align their proficiency using the New York State Education Department’s 2010 rescaled cut-scores.
 - Below and Well Below data for pupils in entering grades with test scores for **FY 2011 and FY 2012**, do not need to be rescaled as their scores are based on the standard cut-score methodology in effect for the year the student was tested.
 - Below and Well Below data for pupils in entering grades with test scores from **FY 2013 and forward** are evaluated against SED revised scaled scores for mandated Academic Intervention Services. 2013, 2014, and 2015 exam scores are matched to 2012 Level 1 and Level 2 equivalent scaled scores to determine funding eligibility for below or well below funding weights.

Eligibility for Poverty Weight

Students enrolled at schools that begin before grade 4 (e.g., all K–5, K–8, and K–12 schools) qualify for the poverty weight if they also qualify for free lunch (according to ATS lunch form data) and/or receive public assistance (according to data provided by New York City’s Human Resources Administration).

The poverty student count used in the FSF formula represents the previous year’s poverty data as of mid-December, for the students on a school’s prior year register on October 31.

The poverty rate is based on the number of free lunch eligible pupils divided by 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 (SNAP, TANF). Student enrollment is based on the October 31st register, which is audited by Office of the Auditor General. Data for such students can be updated through December 31.

At Universal Free Lunch (USM) schools, the poverty percentage for the school is established in the base year that the school enters the USM program. The school is locked into that percentage for the next three years. For these schools, that percentage is multiplied by the total number of students on the previous year’s school registers at the school by the school’s locked in poverty percentage.

Schools receive the poverty weight for all eligible pupils regardless of whether the school meets the Title I cut-off.

Eligibility for Achievement Weight

At schools beginning in 4th grade or later (e.g., all 6–8, 9–12, and 6–12 schools), students receive academic need weights based on their achievement upon entering the school. There are two funding levels—a higher achievement weight for students “Well Below Standards,” and a lower one for students who are below grade level, but closer to proficiency (“Below Standards”). As with the grade-level weights, these intervention weights are higher in grades 6–8 than in grades 9–12. Qualifying English Language learners and students with disabilities are also eligible to receive these academic intervention weights. Refer to the table below for the matrix of how scores are mapped to academic intervention weights.

ELA\Math Level or 2013 Matched Level	0	1	2	3	4
0	Missing	WB	B		
1	WB	WB	WB	B	B
2	B	WB	B		
3			B		
4			B		

Students are considered “Well Below Standard” if they:

- Score Level 1 or Matched* Level 1 (“Not Meeting Learning Standards”) on both the State’s English Language Arts (ELA) and Math exam
- Score Level 1 or Matched* Level 1 on the ELA exam and Level 2 or Matched* Level 2 (“Partially Meeting Learning Standards”) on the Math exam; or
- Score Level 2 or Matched* Level 2 on the ELA exam and Level 1 or Matched* Level 1 on the Math exam.

Students are considered “Below Standards” if they:

- Score Level 1 or Matched* Level 1 in Math or ELA and do not fall within the categories in the first tier on the other exam (e.g., students who score Level 1 in Math and Level 3 or 4 in ELA); or
- Score Level 2 or Matched* Level 2 on both the State’s ELA and Math exam.

In circumstances where one or more scores for a student are missing:

- Students who score Level 1 or Matched* Level 1 in ELA or math with a missing score in the other subject will be considered “Well Below Standards.”
- Students who score Level 2 or Matched* Level 2 in ELA or math with a missing score in the other subject will be considered “Below Standards.”
- Students who have no scores will be weighted in proportion with the rest of the school. For example, if a school with 10% of tested students who are “Well Below Standards” and 20% “Below Standards” has 10 students missing scores when they enter, the school will receive a “Well Below Standards” weight for one of those students and a “Below Standards” weight for two of those students.

* For students evaluated against the 2013, 2014, or 2015 exams FSF uses the State Matched level 1 and Matched level 2 scores to identify students for AIS funding. Details regarding the scaled score thresholds for Matched Level 1 and Matched Level 2 are shown in the chart below.

In line with the New York State Education Department (NYSED) guidance (amended NYS Commissioners Regulation 100.2ee) “to ensure that existing support services remain relevant and appropriate as New York implements the Common Core Learning Standards,” funding for FSF Academic Intervention Services (AIS) captures NYSED approved cut points for required AIS services. For FSF AIS funding, students with incoming test scores from 2013, 2014 or 2015 are evaluated based on the scale scores that are approximately equivalent on a percentile basis to the level 1 and level 2 cut points in 2012.

	ELA – 2013, 2014 or 2015 Scale Score		Math – 2013, 2014 or 2015 Scale Score	
	NYS Matched Level 1	NYS Matched Level 2	NYS Matched Level 1	NYS Matched Level 2
Grade 3	148-290	291-319	128-284	285-313
Grade 4	138-286	287-319	134-282	283-313
Grade 5	105-288	289-319	125-293	294-318
Grade 6	118-282	283-319	121-283	284-317
Grade 7	113-286	287-317	134-292	293-321
Grade 8	97-283	284-315	117-286	287-321

All scores are based on the last result before the student enters his/her current school.

Eligibility for Heavy Graduation Challenge OTC Weight

- To ensure college and career ready standards for all of our pupils, and in light of the phase-out of the local diploma option for general education students, the **Academic Intervention – Heavy Graduation Challenge OTC** weight provides additional funding for non-transfer school pupils who demonstrate significant credit accumulation challenges and who are admitted through the over-the-counter enrollment process.

4.3.2. English Language Learners

FSF Category Type of Pupil/Need	Grade Span	Weights	FY 2017 Per Capita
English Language Learner	Standalone ENL K-5	0.40	\$ 1,638.22
	Standalone ENL 6-12	0.50	\$ 2,049.33
	Bilingual K-5 (Enhanced)	0.44	\$ 1,802.50
	Bilingual 6-12 (Enhanced)	0.55	\$ 2,253.12
	Commanding K-5 (New)	0.13	\$ 532.56
	Commanding 6-12 (New)	0.12	\$ 491.59
	SIFE K-12 (New)	0.12	\$ 491.59

Policy

NYSED Commissioner's Regulation Part 154 requires that students identified as English Language Learners (ELLs) - based on the Home Language Identification Survey and their results on the NYSITELL - be provided with an appropriate academic program that enables them to stay on track to meet promotion and graduation requirements. Funding for ELLs is determined by grade level, program, proficiency, and SIFE status.

ELLs enrolled in transitional bilingual education (TBE) or dual language (DL) programs receive funding through the bilingual program weight. ELLs not enrolled in bilingual programs receive funding through the freestanding ENL weight.

ELLs with SIFE status receive the SIFE weight in addition to their applicable freestanding ENL or bilingual weight. SIFEs are students who have attended schools in the U.S. for less than one year and who are two or more years below grade level in literacy or math due to inconsistent schooling prior to arrival in the U.S.

Former ELLs achieving proficiency within the prior two years receive funding through the proficient/commanding weight.

ELL students are also fully eligible for the academic intervention, special education and portfolio weights.

Programming Considerations

All ELLs are mandated to receive a specific number of minutes of ENL per week. There are 2 ENL delivery models:

- Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction.
- Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or simultaneously by a certified ENL teacher and a certified content area teacher (e.g., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status receive a minimum number of units of integrated ENL.

The total amount of ENL and the amounts of stand-alone and integrated ENL mandated per pupil depends upon each ELL's grade level and proficiency level. Schools should refer to the charts on the following pages, which are provided by NYSED, for details on ENL program requirements. New for the 2015-16 school year is NYSED's requirement that all former ELL's achieving proficiency within the prior 2 years receive 90 minutes of ENL (either stand-alone or integrated) per week. For further information, schools should refer to the ELL Policy Reference Guide, which includes all new changes to CR Part 154.

NYS CR Part 154, as amended by the Aspira Consent Decree, continues to require a school to open a bilingual program when the following thresholds of parent requests have been reached:

- 15 or more ELL students in grades K to 8 speak the same language in one or two contiguous grades
- 20 or more ELL students in high school speak the same language in one grade

Schools should refer to the charts on the following pages for details on bilingual program requirements.

Program Options

In the New York City Department of Education there are three program options for ELLs: Dual Language (DL), Transitional Bilingual Education (TBE), and freestanding English as a New Language (formerly known as ESL). Each of the three program types offers students a course of instruction that enables them to stay on track to meet promotion and graduation requirements, including courses that are aligned to the Common Core Learning Standards, as well as the New

Language Arts Progressions. In DL and TBE programs, students also take courses aligned to the Home Language Arts Progressions.

- **Dual Language:** DL programs provide instruction in two languages, to support students in achieving and/or maintaining bi-literacy and bilingualism. Students become proficient in reading, writing, and speaking in English and in the target language of the program (e.g., Spanish, Chinese). The DL model and amount of instructional time dedicated to each language may vary by school, and is based on student demographics. ELLs receive priority for enrollment.
- **Transitional Bilingual Education:** TBE programs are designed so that students develop conceptual skills in their native language as they learn English. This program includes an ENL component, as well as content area instruction in the home language and English. TBE programs also incorporate a Home Language Arts component, designed to develop communication and academic skills in the home language. As students develop English proficiency, instructional time in English increases and in the home language decreases. (See SED charts for new requirements).
- **English as a New Language:** ENL programs are offered in all New York City public schools and are taught in English to develop English proficiency. ENL programs may vary across schools, and the amount of instructional time in ENL depends on students' English language proficiency level, which is determined by their scores on the NYSESLAT. (See SED charts for new requirements).

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction or INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, or other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.



CR Part 154-2 (K-8) Transitional Bilingual Education Program

ENGLISH PROFICIENCY LEVEL		ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
LANGUAGE ARTS	STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
		1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
	FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved Former ELL services for two additional years*
	TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
HOME LANGUAGE ARTS	1 HLA Class	1 HLA Class	1 HLA Class	1 HLA Class		
BILINGUAL INSTRUCTION	BILINGUAL CONTENT AREA SUBJECTS	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	
STAFFING/ PERSONNEL	K-8 BILINGUAL EDUCATION PROGRAM <ul style="list-style-type: none"> (K-6 Bilingual) Common Branch teacher with a bilingual extension (7-8 Bilingual) Content Area teacher with a bilingual extension. [HLA must be taught by a certified Language Other Than English teacher.] 			K-8 ENGLISH AS A NEW LANGUAGE PROGRAM <ul style="list-style-type: none"> (K-8 STAND-ALONE) ESOL certified teacher (K-6 ENL) Common Branch K-6 teachers with a bilingual extension can teach the ENL component of a K-6 Bilingual Education program. (7-8 ENL) Integrated ENL can be taught by an ESOL teacher with Content Area certification or two individually certified teachers. 		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.						

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Content Area shall mean ELA, Math, Science, and Social Studies.*



CR Part 154-2 (9-12) Transitional Bilingual Education Program

ENGLISH PROFICIENCY LEVEL		ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
LANGUAGE ARTS	STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
	INTEGRATED ENL / ELA	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
	FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction or INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved Former ELL services for two additional years*
	TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
HOME LANGUAGE ARTS		1 HLA Course	1 HLA Course	1 HLA Course	1 HLA Course	
BILINGUAL INSTRUCTION	BILINGUAL CONTENT AREA SUBJECTS	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	
ISSUANCE OF CREDITS	STAND-ALONE ENL Elective credit per successful completion of each corresponding STAND-ALONE ENL unit of study			HOME LANGUAGE ARTS Language Other Than English credit per successful completion of each corresponding HLA unit of study		
	INTEGRATED ENL Content area credit per successful completion of each corresponding ENL unit of study in ELA, Math, Science, or Social Studies			BILINGUAL CONTENT AREA Content area credit per successful completion of each corresponding Bilingual Content Area subject		
STAFFING/ PERSONNE	BILINGUAL EDUCATION PROGRAM • (9-12) Bilingual Content Area teacher with a bilingual extension. [HLA must be taught by a certified Language Other Than English teacher.]			ENGLISH AS A NEW LANGUAGE PROGRAM • (9-12) Stand-alone ESOL certified teacher • (9-12) Integrated ENL can be taught by an ESOL teacher with Content Area certification or two individually certified teachers.		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.

Core Content Area shall mean ELA, Math, Science, and Social Studies.



Eligibility

Beginning in the 2015-16 school year, the English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

Students who are identified as ELLs, or former ELLs achieving proficiency within the prior two years, are eligible for FSF ELL funding.

The ELL register data generates the ELL funding for the initial budget release.

4.3.3. Special Education

FSF Category Type of Pupil/Need	Grade Span	Weights	FY 2017 Per Capita
Special Education	<=20%	0.56	\$ 2,294.33
	21% to 59%	1.25	\$ 5,123.11
	>= 60% SC K-8	1.18	\$ 4,837.32
	>= 60% SC 9-12	0.58	\$ 2,392.75
	>= 60% ICT K	2.09	\$ 8,554.56
	>= 60% ICT 1-12	1.74	\$ 7,128.63
	Post IEP Support	0.12	\$ 500.00

Background

Since September 2012, all DOE community schools participate in *A Shared Path to Success*, a set of initiatives to increase educational opportunities and improve outcomes for students with disabilities. In the implementation, the DOE has aligned school accountability measures, funding formulas and enrollment policies and practices with the following principles:

- Ensure that every school educates and embraces the overwhelming majority of students with disabilities that they would serve if the students did not have IEPs. Students who are entering school in an articulating grade or who are enrolled via the over-the-counter process will have the same access to schools as if they did not have an IEP.
- Hold schools and students with disabilities accountable for goals that are standards-based and reflect Common Core Standards and long-term educational outcomes.
- Leverage the full continuum of services and curricular, instructional and scheduling flexibility needed to meet the diverse needs of students with disabilities.

Information about the special education reform and PD opportunities to support the work can be found here: <http://intranet.nycboe.net/SpecialPopulations/SpecialEd/default.htm>.

In support of *A Shared Path to Success*, the FSF funds individual *student need*, rather than *class type*, reinforcing that:

Students with disabilities are a wholly integral part of a school, not a separate subset of students. FSF supports the special education reform goal to eliminate the view of special education as strictly prescriptive, immovable, and segregated from the general education classroom.

Students with disabilities are also eligible for grade level, poverty, ELL and academic intervention weights. Funds generated from these weights should be used in addition to the special education weights to support the needs of the student.

The full continuum of services is available to serve students: Schools receive per-student funding based on the number of periods per week that a student requires special education instructional services, rather than funding based on a specific service delivery model. This supports the special education reform goal of increasing schools' flexibility to develop service delivery models or a combination of models tailored to meet the individual needs of the students in the least restrictive setting appropriate for them.

Policy

Schools will receive per-student funding based on the number of periods per week that a student requires special education services. Fair Student Funding will cover only special education instructional program recommendation services in non-District 75 schools and outside of the ASD specialized program models which are funded via a discrete school allocation memorandum.

While promoting innovation and flexibility, the Department is committed to providing all services required by a student's Individualized Education Program (IEP). In addition, the Fair Student Funding allocation process provides for significant year-to-year fiscal stability for schools, while also supporting the goals of special education reform.

NOTE: Fair Student Funding does not impact District 75, related services (including mandated speech and counseling services), IEP teachers, IEP paraprofessionals and adaptive physical education teachers, assistive technology, and other special education programmatic allocations. Schools are provided with additional allocations outside of FSF for these needs.

Students with disabilities are also eligible for the poverty, ELL, academic intervention and portfolio weights. Therefore, significant resources will be available to fund the needs of these students.

Post – IEP transitional support to provide support for students who have met the goals of their IEP, and no longer need the services provided by an IEP, schools will receive an allocation weight of .12 for post IEP support services.

Schools That Formerly Received “Class” Allocations

Continuing in FY 2017, all schools will be funded on a per capita basis for students with disabilities. Schools that received a transitional support supplement in FY 2016, adjusted for increases in their filled seat register, will continue to receive those funds. This allocation maintains a degree of stability for schools that prior to FY 2013 received funding by class..

- Schools that received funding for unfilled seats in FY 2012 are eligible to receive a transitional supplement in FY 2017. FY 2017 transitional support supplement will be based on FY 2016 funded transitional unfilled seats net of FY17 register increases within each FSF SE Funding Category.
- Schools with FY 2017 projected registers greater than or equal to their FY 2016 midyear register (filled + unfilled seats) will not receive a supplement, as they will be funded through register growth.
- Schools with FY 2017 projected registers less than their FY 2016 midyear register (filled + unfilled seats within each FY 2012 funded Special Ed program) will receive a transitional supplement for the difference between the FY 2017 register and the FY 2016 midyear register, (filled and unfilled)
- Schools that participated in Phase 1 of the special education reform and received a transitional supplement in FY 2012 will have their initial FY 2016 midyear registers as the basis for the FY 2017 supplement, and will be funded for net remaining unfilled seats at the rates set in SAM #30 for FY 2012.
- Non-Phase 1 schools that received FY 2016 funding for unfilled seats will have the FY 2016 midyear register for special education (12/31) as the basis for the FY 2017 supplement, and will receive the FY 2012 FSF rates multiplied by the school's FSF percentage of funding.
- The transitional supplement will be adjusted by the school's FY 2012 percent of formula.
- This allocation will be adjusted at the mid-year adjustment based on the FY 2017 register for special education (as of 12/31/16) in accordance with the provisions set above.

Eligibility

Pupils with disabilities are counted in one of four possible FSF SE categories as determined by the total percent of time in a SETSS, ICT, or SC setting with a special education teacher. The allocation does not include funding for indirect services, or for the below IEP services (as these services are funded through discrete allocations), therefore, these services should not be included when calculating the time spent receiving special education services:

- Time spent in related services (e.g., counseling, speech, OT, PT).

- Time spent receiving IEP support services (e.g., IEP paras, adaptive physical education, and assistive technology).

The table below provides a summary of the types of services that map to each category of special education funding:

FSF Category	Possible Services
Single Service: Less than or equal to 20%	Special Education Teacher Support Services (SETSS), Self-Contained or Integrated Co-Teaching (ICT) services for up to 20% of the pupil's program
Multi-Service: Between 21% and 59%	Multiple periods per day of SETSS, Self-Contained or Integrated Co-Teaching (ICT) services for greater than 20%, but less than 60% of the pupil's program
Full-Time SC: Greater than or equal to 60% Self-contained	Students with Self-Contained services (SC service > ICT service) receiving any combination of services for at least 60% of the pupil's program
Full-Time ICT: Greater than or equal to 60% Integrated Co-Teaching	Students with ICT services (ICT service \geq SC service), receiving any combination of SETSS, SC or ICT services for at least 60% of the pupil's program

The percent of time is determined as number of periods of special education instructional programming divided by the standard full-day academic program. Full-day academic programs are comprised of all periods in the standard school day, excluding lunch. Homeroom, extended day, and before and after-school periods should not be included in the denominator count of total periods per week. Please see the chart on the next page, which defines the criteria for FSF special education funding categories based on 30, 35, and 40 period academic weeks.

Schools must ensure accurate data is correctly entered in SESIS, STARS and ATS, including identification of push-in/pull-out SETSS, ICT, and SC courses in students' programs in STARS.

No. of Periods	6 Daily 30 Weekly Instructional Period School	Percent of Time in Special Education Setting	7 Daily 35 Weekly Instructional Period School	Percent of Time in Special Education Setting	8 Daily 40 Weekly Instructional Period School	Percent of Time in Special Education Setting	FSF Special Education Category
1	30	3%	35	3%	40	3%	< = 20 %
2	30	7%	35	6%	40	5%	
3	30	10%	35	9%	40	8%	
4	30	13%	35	11%	40	10%	
5	30	17%	35	14%	40	13%	
6	30	20%	35	17%	40	15%	
7	30	23%	35	20%	40	18%	
8	30	27%	35	23%	40	20%	21% to 59%
9	30	30%	35	26%	40	23%	
10	30	33%	35	29%	40	25%	
11	30	37%	35	31%	40	28%	
12	30	40%	35	34%	40	30%	
13	30	43%	35	37%	40	33%	
14	30	47%	35	40%	40	35%	
15	30	50%	35	43%	40	38%	
16	30	53%	35	46%	40	40%	
17	30	57%	35	49%	40	43%	
18	30	60%	35	51%	40	45%	
19	30	63%	35	54%	40	48%	
20	30	67%	35	57%	40	50%	
21	30	70%	35	60%	40	53%	
22	30	73%	35	63%	40	55%	
23	30	77%	35	66%	40	58%	
24	30	80%	35	69%	40	60%	>=60%
25	30	83%	35	71%	40	63%	
26	30	87%	35	74%	40	65%	
27	30	90%	35	77%	40	68%	
28	30	93%	35	80%	40	70%	
29	30	97%	35	83%	40	73%	
30	30	100%	35	86%	40	75%	
31			35	89%	40	78%	
32			35	91%	40	80%	
33			35	94%	40	83%	
34			35	97%	40	85%	
35			35	100%	40	88%	
36			Continuing the practice, 57% or greater time in ICT in core subject areas (English, Math, Social Studies and Science) in a 35 or 40 period week school will be treated as full-time (>=60%). This adjustment is applicable for only these core classes. Self-contained will continue to be treated as 21%-59%.		40	90%	
37					40	93%	
38					40	95%	
39					40	98%	
40					40	100%	

Based on a 6 hours 20 minutes School Day
Excluding Lunch, Homeroom, Extended Day, and Before and After School Programs

For pupils with special education services greater than or equal to 60% of their program, there are generally two funding categories: ICT and SC. The chart below shows funding categories for pupils with at least 60% service. Note that SETSS recommended upwards of 60% is not a valid level of service and the IEP needs to be revisited.

Where percent of time $\geq 60\%$:			
SETSS	ICT	SC	Funding Category
✓			Students should not have this level of SETSS as a recommendation.
✓	✓		ICT
✓	✓		ICT
✓		✓	SC
✓		✓	SC
✓	✓	✓	ICT, if ICT \geq SC, else SC
✓	✓	✓	ICT
✓	✓	✓	SC
	✓		ICT
	✓	✓	SC
	✓	✓	ICT
		✓	SC

= Majority Service*
 * where % of time ICT = % time SC, funding category is ICT

- EXCEPTION continuing in FY 2017: If the student receives ICT for core academic areas (ELA, Math, Science, or Social Studies) for 57% or more of the day, then this will be considered full-time.

4.4. High School Portfolio

FSF Category Type of Pupil/Need	Grade Span	Weights	FY 2017 Per Capita
Portfolio Schools	CTE - Tier 1	0.26	\$ 1,065.15
	CTE - Tier 2	0.17	\$ 696.61
	CTE - Tier 3	0.12	\$ 491.05
	CTE - Tier 4	0.05	\$ 204.52
	Specialized Academic	0.25	\$ 1,023.63
	Specialized Audition	0.35	\$ 1,433.70
	Transfer - Heavy Graduation Challenge	0.40	\$ 1,638.22
	Transfer - Non-Heavy Graduation Challenge	0.21	\$ 853.77

Policy

At the high school level, we provide students with a portfolio of different education models. Students attending these schools will continue to be eligible for additional funding. Portfolio categories for the 2016-2017 school year are:

- Career and Technical Education
- Specialized Academic
- Specialized Audition
- Transfer

Eligibility

Career and Technical Education (CTE): All students are engaged in CTE approved sequences of instruction that integrate rigorous academic study with workforce skills in specific career pathways. The weight does not apply to students in comprehensive high schools with CTE courses or career-themed schools with no New York State approved CTE programs.

Schools meeting the below criteria may contact the Office of Postsecondary Readiness to inquire about FSF CTE Designation:

- A Minimum 90 percent of students are programmed within a NYS approved CTE sequence
- All fully developed CTE programs must have earned state approval (or likely to have earned approval within the current school year), and the approval must be current.

Programs still in development (not yet serving all grades) must be deemed on track for state approval by OPSR

- School has met performance standards in each of the previous three years
- School’s enrollment has not varied by more than 10 percent over the previous three years

Students will be funded according to a four-tier structure recommended by the Office of Career and Technical Education (a more detailed listing appears on the next page):

The tiered structure of the CTE funding reflects the relative cost factors necessary to operate different CTE programs of study. The significant factors reflected in this structure are: class size requirements, equipment and materials, industry training for teachers, and start-up costs. Tier 1 and 2 programs require significantly lower class size, industry specific equipment, higher level use of consumable supplies and materials, student internship requirements, and highly specialized and ongoing industry training.

The weights assigned to the remaining tiers account for the proportional class size requirements, the level and frequency of industry training required and the nature of the equipment and materials for the programs in each tier. Tier 3 and 4 require many of the same elements that are mentioned above, but the cost to operate these CTE programs are not as demanding; equipment, consumable supplies and materials, and professional development are not as industry specific as indicated in the higher tiers.

The chart below indicates the CTE program of study that falls within each funding tier. Detailed program level information can be provided by Office of Career and Technical Education.

CTE Program Tiers

Tier 1 Programs	Tier 2 Programs	Tier 3 Programs	Tier 4 Programs
Nursing	Architecture & Construction: Technical pathways	Architecture & Construction: pre-design and design pathways	Arts, AV, Technology & Communications pathways
Agriculture & Veterinary	Health Science (pathways other than nursing)	Commercial Arts	Business pathways

Tier 1 Programs	Tier 2 Programs	Tier 3 Programs	Tier 4 Programs
Aviation Technology	Computer networking and repair	Engineering	Management & Administration
	Cosmetology	Law Enforcement	Finance
	Automotive technology and repair	Hospitality & Tourism	Marketing, Sales, Services
	Culinary	Information Technology relating to business	Media & communications (including some graphics pathways)
			Policy
			Education
			Journalism
			Law studies

Specialized Academic: This category continues to capture academically challenging high schools that have been funded at a higher level in the past.

Specialized Audition: All students within the school participate in the equivalent of a five-year sequence through two double periods daily of study in their art form.

- Students in these schools are admitted through a screening process that involves a performance audition or a portfolio review.
- Students take and pass a Comprehensive Exit Exam in the art form of choice in grade 12 and receive the Arts Endorsed Diploma.

Transfer: Small high schools designed to re-engage students who have dropped out or are over-age and under-credited for grade, as identified by the Office of Post-Secondary Readiness.

Continuing in school year 2016-2017, the weight for transfer school pupils is revised to better align resources to student need. The single transfer weight is replaced by a two-tiered weight.

The new weights apply to over-age and under-credited (OAUC) pupils based upon the combinations of pupils' age and credits. Older pupils with fewer credits are classified under the "heavy" graduation challenge weight and other transfer pupils are classified under the weight for "non-heavy" graduation challenges.

4.5. How Students Are Counted

4.5.1. Grade, Special Ed, and Portfolio Weights: Projected Enrollment

Principals review the projected register developed for their schools by the Office of Student Enrollment (OSE), and have an opportunity to appeal the projected registers based on their own data, each spring. The projected registers and appeal process is done via a web-based register tool. The outcome of this annual process yields the register projections for each school which are the basis for initial funding of general education students with disabilities and the high school portfolio weights.

4.5.2. Need Weight Registers: Prior Year Enrollment

The Academic Intervention and ELL weights are based on test score data for pupils from the prior year. Principals have expressed a strong preference for avoiding downward in-year adjustments based on difficult to predict pupil characteristics.

4.6. Mid-year Adjustments

4.6.1. Final Mid-year Adjustments

An allocation adjustment will be made in the middle of FY 2017 to account for the difference between the actual number of students and the projected counts. This update is made for the grade-level and portfolio weights based on audited registers on October 31. For special education needs, December 31 data is used for all schools, as noted in the following chart:

DATASOURCE for MIDYEAR ADJUSTMENT			
<i>Registers used for mid year adjustments are net of long term absent pupils.</i>			
<u>FSF Category</u>	<u>Student Grade Level</u>	Based on Audited 10/31/2016 Registers	Based on 12/31/2016 Registers
Grade Weight		X	
Special Education Needs Weight			
	Less than or Equal to 20%		X
	between 21% and 59%		X
	Greater than and equal to 60% Integrated and Self-		X
	Post IEP Support		X
Portfolio Weight			
	High School	X	

Schools can view current data on their counts of students with disabilities in the USPE screen in ATS (Automate the Schools), which automatically populates with pupil mandate data from SESIS, the online system that supports special education processes. The USPE screen also displays the FSF funding category for both the recommended service and the service actually provided for each pupil based on the pupil program in STARS. School staff will need to research discrepancies and take corrective action to ensure that students are receiving all services mandated per the IEP.

Schools can use ATS and STARS to verify student and program data and updates can be initiated through the DOE source systems. Schools should engage in regular review of their student data through the data quality management process. Please see [here](#) for more information.

FSF percent used for Mid-Year Adjustment

Adjustments for register growth from the projected registers to the actual registers are taken by multiplying the net change in register by the per capita associated with the weight, based on the FSF factor by which a school is funded (capped at 100% for register growth only). All schools with register decreases will experience register related funding reductions at their funding percentage, not capped at 100%.

- All schools with a net increase in weighted register will have their allocations increased by the FY 2017 formula value for these students multiplied by the school's funding percent (capped at 100%).
- All schools with a net decrease in weighted register will have their allocations reduced by the formula value for these students multiplied by the schools funding percent. In other words, schools funded at 90% of the formula that lose students will have a smaller deduction for these students than if they were funded at 100%. Starting in FY17, this adjustment will not be capped at 100%

Funding for actual register growth at 100%

Schools with an FSF funding percent less than 100% that also experience net growth between their mid-year funded weighted registers in FY 2016 and their mid-year funded weighted registers in FY 2017 will receive an additional allocation bringing the value of that growth to the full FY 2017 per capita, rather than the school's percent of formula. This policy promotes equity by assisting schools funded below the formula in expanding and attracting new students.

The adjustment to fund actual register growth from FY 2016 to FY 2017 at 100% of formula will be added to the final mid-year adjustment for schools with actual net growth.

- Schools with year over year net growth in weighted register but net loss from their FY 2017 projected weighted register to their FY 2017 mid-year funded weighted register will receive both a reduction for the loss from projected to actual registers at their funding percent as well as a separate increase to lift their funding for actual year over year register growth to 100%.

- Schools with a year over year net weighted register decrease but net increases between their FY 2016 projected weighted register and their FY 2016 mid-year funded weighted register will not receive the adjustment for year over year register growth (since there was none), but will receive funding for their growth from projected to actual registers at their FSF percent as they normally would.
- Schools with funds over formula allocations and register loss between the FY 2016 mid-year funded weighted register, and the FY 2017 mid-year funded weighted register will have their year-over-year register losses adjusted at their FY2017 funding percentage, including funds over formula.

An example of the mid-year adjustment calculation for an under-formula elementary school losing register appears below.

Sample Mid-Year Adjustment Calculation for an under-formula Elementary School Losing Register

<i>Sample</i>	<i>Weight</i>	<i>Per Capita</i>	<i>Projected Register</i>	<i>Audited Register</i>	<i>Change</i>	<i>Net Impact</i>
K-5 grade	1.00	\$4,096.58	700	688	-12	(\$49,159)
SPED <=20%	.56	\$2,294.33	30	35	5	\$11,472
SPED >=60%, SC (Grades K-8)	1.18	\$4,837.32	40	36	-4	(\$19,349)
FSF Mid-year Adjustment Subtotal =						(\$57,037)
Fair Student Funding Percentage						92%
Final Mid-year Adjustment =						(\$52,474)

Note: The “Fair Student Funding Percentage” for your schools’ FY 2017 mid-year adjustment can be found on the Fair Student Funding School Overview page at [School Budget Overview - Funding Our Schools - New York City Department of Education](#).

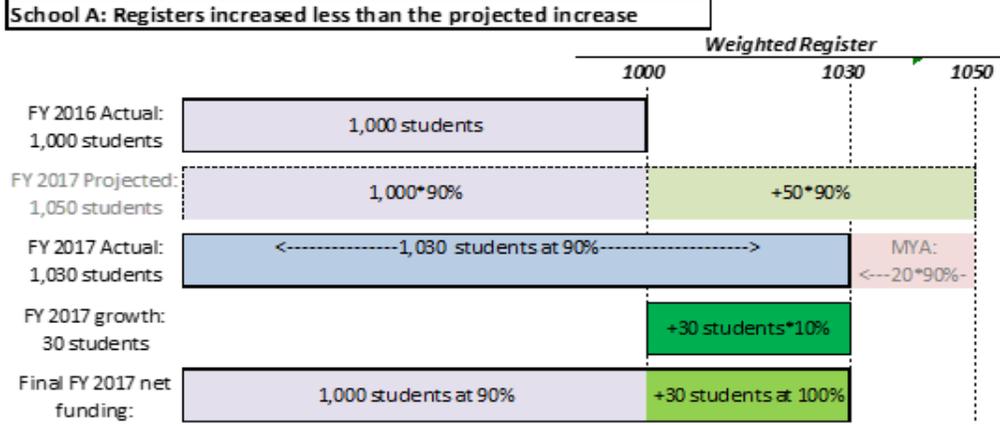
The chart below displays all the possible register changes. The chart on the following page provides examples further clarifying this policy.

Register Change			Post MY adj at formula less school percent of formula	
A: FY 2016 MY to FY 2017 Initial (1)	B: FY 2017 Initial to FY 2017 MY (2)	C=(A+B): Net FY 2016 MY to FY 2017 MY		
No Change	Increase	Increase	Yes	
	Decrease	Decrease	N/A	
Increase	No Change	Increase	Yes	
	Increase	Increase	Yes	
	Decrease	No Change	N/A	
			Increase	Yes
Decrease		Decrease	N/A	
	No Change	Decrease	N/A	
	Increase	No Change	N/A	
			Increase	Yes
			Decrease	N/A
	Decrease	Decrease	N/A	

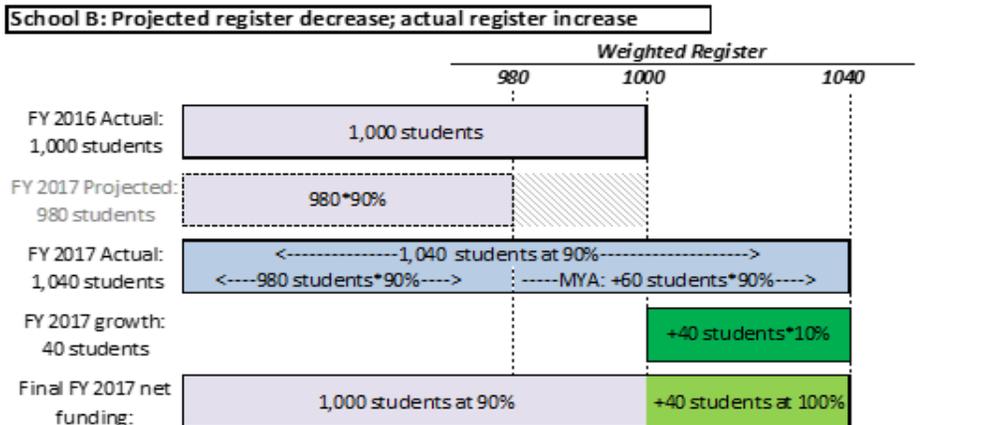
- (1) adjustment at school % of formula capped at 100% for increases and decreases
- (2) adjustment at school's % of formula capped at 100% for increases only

CALCULATING THE FINANCIAL IMPACT OF REGISTER GROWTH AT 100% OF THE FSF FORMULA

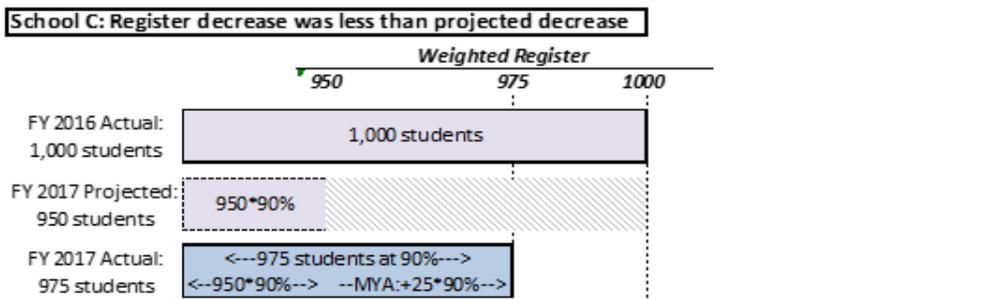
Base Information: The school's FY 2016 Actual Weighted Register was 1,000 pupils, and its FY 2017 FSF% is 90%.



School A was projected to gain registers and was funded at their FSF percent for last year's weighted registers plus 50 weighted registers. However, the school actually received 30 weighted registers above the previous year. The school's funding is adjusted at the mid-year to remove funding for 20 pupils at the school's FSF%. The school also receives a separate adjustment to increase its funding for the 30 student year-over-year gain to 100% instead of the FSF%.



School B was projected to lose registers. However, the mid-year showed a gain in registers. The school is funded for each register gained in the mid-year at their FSF%, plus anything above the previous year at 100% of formula.



School C was projected to lose registers. However, the mid-year showed a loss not as large as anticipated. The school is funded for each register gained in the mid-year at their FSF%. No additional funding is provided at 100% of formula because the registers are below the previous year's Actual.

The Additional Spending Authority (ASA) loan program for register growth and the set aside process for register loss will continue in anticipation of this mid-year adjustment for changes in the schools general education register and register of students with disabilities.

Specifics on academic intervention and ELL weights Adjustments for AIS and ELL need characteristics will not be made at the mid-year, except through a reserve for significant growth in the ELL population and/or students actually served in Bilingual classes. As noted above, it is cost-prohibitive to provide for upward adjustments based on register changes without also providing for downward adjustments. Principals have expressed a strong preference for avoiding downward adjustments within these weight categories within the concurrent school year. In addition, audited data present the most accurate basis for funding student needs.

4.6.2. Register Reserve Policies

To decrease the risk of hiring more teachers than necessary, should enrollment increases not materialize, and to address unexpected enrollment increases, the following register reserve policies are instituted in FY 2017.

School budgets will be monitored by the Office of the Chief Financial Officer to ensure sufficient funding is available to cover register loss in the event it should occur. Principals are reminded that fiscal management is a priority and they will be held accountable for their budgetary decisions.

Register Gain Reserve

To lessen the risk of hiring more teachers than necessary, should enrollment increases not materialize, and to address unexpected enrollment increases, funding for projected register growth will be held in reserve on school budgets.

Schools will work with their BFSCs to release reserved register growth funds when actual register growth is evident. This register reserve policy applies only to currently open schools; new schools and phase-out schools are excluded. Once again this fall, a preliminary allocation adjustment for register loss will take place in advance of the audited register data. Further information about the register adjustment process will be issued before school starts in September. Final adjustments based on audited data will take place in February 2016.

Reserve for Register Loss

Schools with register loss in either of the last two years will have a “Register Loss Reserve Set Aside” automatically scheduled in their Galaxy Table of Organization based on the following business rules:

- For schools that had register loss in FY 2016, 30% of the amount of their FY 2016 mid-year adjustment will be set aside, or
- For schools that had register loss in FY 2015, 15% of the amount of their FY 2015 mid-year adjustment will be set aside
- Both of these calculations will be offset by any projected growth set aside in the register gain reserve.
- Hurricane Sandy impacted schools will not have a loss reserve, but could have a gain reserve established.

Schools will work with their BFSCs to release reserved register loss funds when actual register growth is evident.

4.6.3 Rollover Deficits for Schools Unable to Pay Back Mid-Year Register Loss

Schools will again be responsible to roll over deficits to FY 2017 where they could not pay back funds owed in FY 2016. Schools must plan and take action to pay back their rollover deficit liability, while also right-sizing services in alignment with their FY 2017 anticipated register. Principals and their designees should work closely with their BFSC to understand the implications of changing registers on an on-going basis from now until registers are stabilized in the fall. BFSC staff will prioritize budget review and completion for schools with rollover deficits, which will enable schools time to enter rollover deficit payback plans by the budget due date.

Schools should expect that this item will once again be part of the Compliance Checklist for FY 2017:

CL02: Did your school set aside the appropriate level of funding in anticipation of mid-year adjustments, based upon the October 31, 2016 audited register by March 2, 2017?

Refer to SAM No. 34 Rollover Deficits for details of school payback plans.

Please note that Renewal Schools will not roll any deficits over into FY 2017.

4.7 Special Rules for New Schools, Transfer Schools, and Phase-Out Schools

4.7.1. New schools

Schools opening in September 2016 do not have existing budgets and will receive their FSF Formula. Grade weights, special ed weights and ATS portfolio weights are funded at the initial allocation based on enrollment projections and updated based on 2016-2017 audited registers. Given that prior year data does not exist for these schools, the following business rules are applied to generate 2016-2017 funding levels.

Academic Intervention Based on information on existing new schools, schools opening in September 2015 are funded based on the following assumptions of their entering students' needs:

- **Poverty Weight** Year one new schools with entry grades before grade 4 are funded using the citywide cutoff level of 60 percent except for sites where the actual poverty information is known, such as for program conversions. Elementary School— county based poverty threshold (for schools starting before grade 4)

Well Below Standards:

- High School—26%
- Middle School—7%
- Secondary—26% for grades 9 to 12, 7% for grades 6 to 8

Below Standards:

- High Schools—34%
- Middle School—12%
- Secondary Schools—34% if only grades 9 to 12, 12% for grades 6 to 8

ELL Weights Based on information on existing new schools, schools opening in September 2016 are funded based on the following assumptions except for sites where the actual student information is known:

- ELL focused schools—100% ELL population for the ENL weight only
- Non-ELL focused schools—8% ELL population for the ENL weight only

4.7.2. New transfer schools

Academic Based on historical information for existing transfer schools, new transfer schools’ academic weights are funded based on the following assumptions:

- Well Below Standards—35% of the general education population
- Below Standards—29% of the general education population

ELL Based on historical data for existing transfer schools, new transfer schools are funded with an assumption of having a population of three percent ELLs in the ENL weight only.

4.7.3. Phase-out schools

Poverty For schools that are phasing out and are entitled to the FSF AIS Poverty weight, the previous school year poverty percentage is applied to the schools projected enrollment to determine the poverty student count.

Academic For schools that are phasing out and are entitled to the FSF AIS Below and Well Below weights the previous school year academic percentage is applied to the schools projected enrollment to determine the academic intervention student counts.

ELL. The previous school year ELL percentage is applied to the school’s projected enrollment to determine the ELL student count for schools that are phasing out.

4.7.4. School Consolidations

Consolidating schools is a new strategy to be used by the “DOE”, whereby an existing school or schools that currently serves students will be consolidated into another existing school or schools that serves students in similar grades, beginning in the 2016-2017 school year. Schools proposed to consolidate have struggled with low enrollment, which creates programmatic and budgetary challenges. Consolidation means that two or more existing school organizations are combined into one school to operate and serve students more effectively. Note: This initiative is managed by the Office of School Design & Charter Partnerships.

The goal for the consolidated school is to improve learning environments by combining the strengths and best practices of multiple schools and distributing resources to reinforce academic enrichment opportunities, interventions, and other supports. Proposals to consolidate specific schools were made on a case-by-case basis in partnership with the superintendent and impacted school communities. Proposals were shared with principals, parents, staff, and school

communities for feedback. In each case, there was extensive outreach and opportunity for public comment, and public meetings were held at each location.

School consolidations require the approval of the Panel for Education Policy. Upon approval, the affected schools will be combined in the subsequent school year such that students, staff, and resources will become part of the prevailing school. Accordingly, one or more schools or grades within a school will dissolve and will no longer exist as a distinct school option as of the 2016-2017 school year. Many of the schools consolidating in FY 2017 are co-located. In instances of co-location, two or more school organizations are located in the same building and may already share common spaces, such as auditoriums, gymnasiums, and cafeterias.

The DOE plans to evaluate the effectiveness of consolidated schools and will consider additional consolidations in future years.

For the purpose of the consolidated school's FSF allocation, the registers of the dissolving school(s) or grades will be added to the prevailing school at 100% of the FSF formula, resulting in an FSF percentage closer to 100% for the prevailing school. All other allocations were reviewed, and inasmuch as possible funding previously allocated to the dissolving school will be allocated to the prevailing school, based on eligibility for each funding stream.

For the purpose of calculating the 2016-2017 average teacher salary, staff from the prevailing and dissolving schools were merged. Schools dissolving grades maintain a standard average teacher salary calculation, as with truncating schools.

CHAPTER 5: FAIR STUDENT FUNDING IMPLEMENTATION PROCESS, WEB RESOURCES AND ALLOCATION CATEGORIES

In order to balance the sometimes competing priorities of equity and stability, and due to successive years of budget reductions at the time of the FSF transition, FSF has not been fully implemented for allocating resources. Why?

- Since FSF was implemented, the growth in salaries and the increases in mandated costs have exceeded the funding available for FSF due to Campaign for Fiscal Equity (CFE) dollars that DOE never received and budget cuts.

As a result, the Fair Student Funding budgets for a great number of schools are still below the “entitlement” amount based upon full application of the Fair Student Funding formula. When fiscal circumstances permit, DOE supplements allocations to the schools which have been receiving less than the full FSF-predicted amount of funding in order to improve equity among schools. In 2017 the DOE is investing \$111 million to raise the minimum amount any school can receive from 82 to 87 percent of the FSF formula, and the minimum for Renewal/Community and Persistently Struggling Schools to 100 percent.

In order to balance the often competing priorities of equity and stability, some schools will be over-funded. As started in FY 2013, each school’s relative position to the full FSF formula is evaluated relative to 100% funding. Schools with funding percentages greater than 100% will receive the dollars greater than 100% in the allocation category “TL Funds Over Formula.”

We maintain a strong commitment to improving school budget allocations in a way that is equitable and transparent.

5.1. Budget Stability

The DOE FY 2017 budget reflects the Chancellor’s core values discussed in the introduction. This year’s budget gives the DOE a unique opportunity to transform our values into historic gains for our public school students, through the following initiatives:

- **Equity and Excellence:**
 - To boost literacy, the **Universal Literacy** program places reading coaches, teachers with demonstrated expertise in literacy instruction, in every elementary school.

- **Algebra for All, AP for All, and Computer Science for All** seek to provide students with the skills and courses that they need to be successful in college and in today’s job market.
 - **College Access for All–Middle School** will provide students earlier exposure to college, while **College Access for All–High School** will ensure our students have access to the resources and supports they need to pursue a path to college.
 - The **Single Shepherd** program in Community School Districts 7 and 23 will pair students with dedicated counselors and social workers who will support them through high school and see them into college.
 - All students, regardless of what type of public school they attend, deserve to benefit from the combined knowledge of our supremely talented and gifted teachers and administrators. The **District-Charter Partnership** program, will pair district and charter schools together to foster stronger relationships and the sharing of best practices.
- Free, high-quality **Pre-K for All** with to serve every four-year-old in New York City.
 - **Provide targeted and tailored supports for Renewal Schools** to ensure these schools have the resources they need to succeed.
 - **Raise the Fair Student Funding floor** so that no school receives less than 87% in FY 2017 school year, and no less than 90% in FY 2018. Raise the FSF floor to 100% for Community, Renewal, and Persistently Struggling Schools in FY 2017.
 - Implement new and enhanced weights for **English Language Learners and Students with Interrupted Formal Education**.
 - **Framework for Great Schools, Great Communities**
 Allocations to schools supporting the application of the Framework for Great Schools, as outlined in [A Vision for School Improvement: Applying the Framework for Great Schools](#), will match the value of the allocation in past years for school-based capacity building work, previously called the Citywide Instructional Expectations. The Framework and vision statement are intended to guide school communities as they focus their efforts and resources toward the goal of continuous learning for educators and success for all students. Refer to [SAM No. 24 Vision for School Improvement](#).
 - New supports for **Students in Shelters** including direct busing, literacy programs, enrollment support, additional school social workers, and new technology.
 - Supporting and expanding **Career and Technical Education (CTE) programs**. New CTE funding to strengthen existing programs and open 40 new CTE programs by 2018-2019.

- Enhancement of Social and Emotional Learning schools through significant funding for restorative justice programs, climate supports for educators in high-need schools, and mental health programs. As part of ThriveNYC, the City’s action plan to support the mental well-being of New Yorkers, all Pre-K students will learn social-emotional skills and the 100 schools with the highest number of suspensions will receive mental health supports.
- Through **Summer in the City (SITC)**, summer school will include new curriculum, college-level and STEM-oriented enrichment programming, and visits to some of the City’s most important cultural institutions. Both mandated and non-mandated summer school students will participate in these programs.

Title I Part A Update

On December 10, 2015, President Obama signed into law the Every Student Succeed Act (ESSA), which reauthorizes the Elementary and Secondary Education Act of 1965. While the reauthorization takes effect immediately, under the ESSA transition provisions, as clarified by the Consolidated Appropriations Act, 2016, the effective date of ESSA has been extended to **FY 2018**. This extension allows State Education Departments to adapt to new legislative changes, to consult with various groups affected by the reauthorization, and to create and issue new guidance and regulations, some of which will have a direct impact on school allocations.

At this time the fiscal impact of the reauthorization is not known. However, some of the legislative changes that will affect the 2017 – 2018 school allocations are as follows:

- An increase in state set aides of 7% for school improvement grants. This is an increase of 3% from previous years;
- An optional 3% increase in state set asides for direct student services;
- A change in the Title I formula due to a proportional distribution of funds for public and non-public schools from the total Title I allocation; and
- A change in the set aside for homeless students from both non-Title I and Title I schools.

In FY 2017, school allocations will be based on the No Child Left Behind Act of 2001 and the current Title I formula as per the ESSA transition provisions. Unlike the previous four to five years, the New York State Education Department (NYSED) is projecting an increase in Title I funds, but has not yet posted a Title I preliminary allocation. As such, the department is projecting an increase based on input from NYSED, the census poverty data for children between the ages of 5 to 17, a hold harmless amount, which guarantees local education agencies a minimum amount of funds from one year to the next, and the number of eligible, low income students in public schools.

All federal funding issued in FY 2017 is preliminary and subject to possible change during the year. Final allocations will be subject to final NYSED allocations to Local Education Agencies (LEA) and final Congressional Authorization.

Flexibility Waiver

In FY 2013, NYSED received a waiver granting schools in New York State additional flexibility on the use of Title I funds. The flexibility waiver is in effect through this school year, and releases all schools from the requirement of setting aside 5% and 10% of their allocation to support the highly qualified and professional development mandates. It also allows schools the opportunity to align resources and design programs that meet the specific needs of students to improve student outcomes. Schools identified as Focus and Priority schools will receive an additional Title I allocation in support of school improvement plans and increased parent education via a separate allocation memorandum.

As per the ESSA transition provision, all ESEA flexibility requests are null and void as of August 1, 2016, **but priority and focus schools must continue to implement interventions beyond August 1, 2016.**

5.2. Online Budget Reports

To increase transparency for principals, families, community members, and other key stakeholders, budget reports similar to the following samples are available for every school.

- FSF Overview
- FSF Details

Samples appear on the following two pages.

Each report shows the school's pure formula funding level and how it is achieved by displaying how many students receive each kind of weight. Details are provided explaining each school's funding adjustment from last year to this year.

At the bottom of each report, the school's total funding is shown by bringing in the other allocations that school receives in the initial allocation.

Reports are available at: [School Budget Overview - Funding Our Schools - New York City Department of Education](#).

FSF OVERVIEW: SAMPLE REPORT



Parents and Families | Students | Employees | Community and Partners

DOE Home Page > About Us > Funding Our Schools > Fair Student Funding Overview

Fair Student Funding Overview

Fair Student Funding Overview for 2016-17 School Year

m020 - P.S. 020 Anna Silver

- Expand All & Collapse
- Download to Excel
- Print (*)
- DOE Overview
- Fair Student Funding Details
- 2015-2016 School Budget Overview

2016-2017 School Budgets

The transition from the 2015-2016 school year to the 2016-2017 school year ensures that schools are allocated the same base-lined funds they received in the prior year with adjustments only for changes in the number and needs of students, and for changes to the citywide average salary.

In addition, new funding is invested in:

- Raising the system-wide minimum funding percentage to 87% of the Formula.
- Raising Renewal and Community Schools to 100% of the Formula.
- New and enhanced English Language Learner (ELL) weights to support recent amendments to ELL mandated services and Students with Interrupted Formal Education (SIFE).

Adjustments for Salary

- Schools are fully funded for the 2017 value of the collective bargaining related increases, based on FY 2016 FSF scheduled budgets, and adjusted for year-over-year weighted register changes. The FY 2017 collective bargaining adjustment for weighted register change is \$ 396.15 per weighted capita.
- During FY 2016 system-wide average teacher salaries, excluding the fully funded collective bargaining increases, decreased from the prior year, therefore the formula for FY 2017 is adjusted to reflect the lower average teacher salary. The FY 2017 average teacher salary adjustment is a reduction of (\$ 7.80) per weighted capita.

Additional details are available in the [Fair Student Funding Guide](#).

(*) To print in Internet Explorer, in Paper Options use "Enable Shrink-to-Fit" and in Page Setup and set the print margins to .25

I. FY 2016 Revised Base Allocations ¹	[h]	[a] + [b] + [c] + [d] + [e]	\$2,894,641		
II. FY 2017 Fair Student Funding Preliminary Allocation	[n]	[h] + [i] + [j] + [k] + [L] + [m]	\$2,909,168		
III. FY 2017 Fair Student Funding Formula at 100% ⁴ (excluding collective bargaining)	[o]		\$3,146,545		
FY 2017 Base Percent of Formula	[p]	$\frac{([n] \text{ FY 2017 FSF Preliminary Allocation} - [u] \text{ FY 2017 Foundation} - [j] \text{ CB for Register Change} - [k] \text{ FY 2017 Cumulative CB})}{([o] \text{ FY 2017 FSF Formula} - [u] \text{ FY 2017 Foundation})}$	$\frac{([n] \$2,909,168 - [u] \$225,000 - [j] (\$25,744) - [k] \$311,557)}{([o] \$3,146,545 - [u] \$225,000)}$	= \$2,398,355	= 82.09%
Adjustment to Raise School's Fair Student Formula Funding Percent ⁴	[q]		\$143,389		
Raise Schools to 87.0% (*), or Raise Renewal Schools, Community Schools, and Persistently Struggling Schools to 100% ()					
FY 2017 Final Percent of Formula	[r]	$\frac{([n] \text{ FY 2017 FSF Preliminary Allocation} - [u] \text{ FY 2017 Foundation} - [j] \text{ CB for Register Change} - [k] \text{ FY 2017 Cumulative CB} + [q] \text{ Funding Adjustment})}{([o] \text{ FY 2017 FSF Formula} - [u] \text{ FY 2017 Foundation})}$	$\frac{([n] \$2,909,168 - [u] \$225,000 - [j] (\$25,744) - [k] \$311,557 + [q] \$143,389)}{([o] \$3,146,545 - [u] \$225,000)}$	= \$2,541,744	= 87.00%
IV. FY 2017 Initial Fair Student Funding Allocation	[s]	[n] + [q]	\$3,052,557		
V. FY 2017 TL SETransitional Funding			\$0		
VI. FY 2017 Current Allocations in Galaxy					

Footnotes

- Where schools have consolidated, the FY 2016 weighted registers have been combined, with net register growth above the prevailing school's FY 2016 register added at 100% FSF prior to any changes detailed on this page.
- Calculated at the FSF Preliminary Funding Percent, capped at 100%. The Preliminary FSF Funding Percent represents FY 2016 school percent of formula after the Mid-Year Register adjustment.
- Includes CB for all staff on school payroll as well as Per Diem Per Session, Pro Rata and Prep Period Coverage.
- Calculations may have minor discrepancies due to rounding.

[Fair Student Funding SAM](#) | [School Overview Guide](#) | [Fair Student Funding Guide](#)

FSF DETAILS: SAMPLE REPORT



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DOE Home Page > About Us > Funding Our Schools > Fair Student Funding Overview

Fair Student Funding Overview

Fair Student Funding Details for 2016-17 School Year

m020 - P.S. 020 Anna Silver

Expand All & Collapse Download to Excel Print (*) DOE Overview School Budget Overview 2015-2016 School Budget Overview

(*) To print in Internet Explorer, in Paper Options use "Enable Shrink-to-Fit" and in Page Setup and set the print margins to .25

	Fair Student Funding Formula Details ¹	AA	BB	CC	DD	EE DD * BB	FF DD - CC	GG FF * BB
			FY 2017 Per Capita without Funding for System-wide Teacher Salary Change ²	FY 2016 Actual Registers ³	FY 2017 Projected		Register Change	
	Fair Student Funding Weighted Register Formula	FY 2017 Weight			Register ³	Formula	Register ³	Formula
I.	Grade Weight			535	479	\$1,966,996	(56)	(\$229,845)
	Need Weight Total			763	715	\$961,109	(48)	(\$96,061)
II.	Academic Intervention			538	495	\$243,800	(43)	(\$21,179)
III.	English Language Learner (ELL)			116	122	\$176,898	6	(\$14,497)
IV.	Special Education Services			109	98	\$541,411	(11)	(\$59,385)
V.	Portfolio			0	0	\$0	0	\$0
	TOTAL FAIR STUDENT FUNDING WEIGHTED REGISTER AND FORMULA			792.33	713.17	\$2,927,105	(79.16)	(\$324,908)
				Projected Weighted Register	Rate			
	Systemwide Teacher Salary Change at 100% of FSF		v	713.17	x	(\$7.80)	+	(\$6,600)
	FY 2017 Foundation		u			+	\$225,000	
	FY 2017 Fair Student Funding Formula at 100% (excluding collective bargaining)		o			=	\$3,146,545	

Footnotes

- Calculations may have minor discrepancies due to rounding.
- Chart of FY 2017 Per Capita including System-wide Teacher Salary Change. Chart to Calculate the Percentage of Time in Special Education.
- Where schools have consolidated, the FY 2016 weighted registers have been combined, with net register growth above the prevailing school's FY 2016 register added at 100% FSF prior to any changes detailed on this page.
- Pupils with four core subjects in a seven period day (4/7) are included here.
- Calculated at the FSF Preliminary Funding Percent, capped at 100%. The Preliminary FSF Funding Percent represents FY 2016 school percent of formula after the Mid-Year Register adjustment.
- Includes CB for all staff on school payroll as well as Per Diem, Per Session, Pro Rata and Prep Period Coverage.

[Fair Student Funding SAM](#) [Fair Student Funding Glossary](#) [Fair Student Funding Guide](#)

CHAPTER 6: STAFFING

6.1. Background

6.1.1. How Schools Pay for Teachers

Before FSF, we used to fund schools based on the teachers hired. This meant that we gave more money to schools for having more experienced and higher-paid teachers. The inevitable corollary was that we gave less money to schools for having lower-paid teachers who are less experienced. At two schools with 100 teachers each, one with teachers earning an average of \$70,000 and one with teachers earning an average of \$80,000, the funding difference could reach \$1 million. That difference was especially troubling when we knew that the school with lower-salaried teachers likely had greater needs.

The Funding Gap

School A	School B
X School-wide average salary of \$70,000	X School-wide average salary of \$80,000
100 Teachers	100 Teachers
= \$ 7,000,000	= \$ 8,000,000

To address this inequity, in May 2007, schools began to be funded based on the needs of their students, not the salaries of their teachers. Under this approach, a school no longer receives less money because it has less experienced teachers. Schools receive an allocation based on their students—their FSF allocation—and schools are responsible for paying their teachers out of that allocation. This way of managing a budget is familiar to families, universities, and businesses.

6.1.2. Student Achievement Is the Bottom Line

We hold principals accountable for one thing above all: student achievement. High-quality, experienced teachers contribute enormously to student achievement. In important ways, they can *lower* costs; rather than needing support themselves, these teachers can offer support to others. In fact, principals have been hiring experienced teachers at the same or greater rates than newer

teachers for just these reasons. The bottom line for a principal will always be simple: make the decision that will get the best results for your students.

6.1.3. Preserve Stability

Throughout FSF, the following policies preserve many key aspects of the previous approach to funding schools for teachers:

- Through FSF schools receive adequate funding for a mix of junior and senior teachers. The formula's grade and special education weights are built to allow a school to pay its base teachers at the citywide average, meaning the school's teacher salary average can be made up of a mix of new and experienced teachers. In years when teacher salaries increase on average citywide, funds are added equitably to every school's FSF allocation by the number and weighting of their pupils to compensate for growth in teacher salaries. Likewise, following years when salaries decrease on average, as they have during FY 2016 (not counting collective bargaining increases) funds are *removed* from all the weights by reducing the per capita. In FY 2017 the funds reflecting the system wide average savings due to the decrease in teacher salaries were removed from schools at each school's FSF % capped at 100%.
- In FY 2017 the average teacher salary used as the basis for calculating the grade and needs weights per capita will not include Collective Bargaining increases. The FSF allocation in FY 2017 increases due to the CB needs in schools, but the collective bargaining adjustment in FSF will be allocated as a lump sum based on the actual increase in costs for active staff funded in FSF, instead of adding the cost to the per capita and funding all schools at the same amount per weighted register. The FSF CB allocation is thereafter adjusted for changes in new registers. The relative size of the FSF CB allocation does not impact the FY 2017 FSF funding percent.
- As the salaries of teachers on a school's payroll prior to April 2007 increase, we continue to provide additional funding to cover their expense in accordance with the former policy to allocate funds for each school's teacher salary growth for the base number of teachers. For "base" teachers (the number of teachers needed to meet contractual maximum class sizes), the Department has provided additional funding to cover increases in salary due to longevity, steps and differentials in the past. The additional funding is based on the number of base teachers who were on school budgets as of April 2007 for as long as they remain on those budgets. This protection is linked to specific staff members and funding is issued in the legacy teacher allocation.
- We continue to charge schools for all teachers at a single rate, the school's average teacher salary, which is held constant throughout the entire school year, and only adjusted at the beginning of each new fiscal year. Principals don't have to worry about teacher salaries on a hire-by-hire, real-time basis.

- If schools so choose, they are able to replace departing senior teachers with other senior teachers. If a teacher with a \$80,000 salary retires, then other things being equal, the school will be able to replace that teacher with another teacher earning roughly \$80,000.

6.2. Gradual Transition

6.2.1. Principals are responsible for costs of new hires

As of April 2007, in order to give principals greater control over their schools budgets, the Department no longer adjusts budgets based on the salaries of teachers newly hired into or leaving schools. Schools receive their money based on their students, through the FSF formula, and allocate it as they feel is most appropriate for the school’s bottom line: improving achievement.

With the greater control over budgets, principals have both new opportunities and new responsibilities. Schools can choose how to combine their investments in different types of teachers, services, and supports to improve student achievement. Principals will invest in great staff, but will do so in a way that is realistic for their budget.

As an example, prior to FSF, if a principal was choosing between a \$60,000 teacher and an \$80,000 teacher for a *base* teacher position, that principal’s decision changed the schools budget. Absent other salary changes or attrition, the budget increases by \$20,000 if the principal chooses the \$80,000 teacher. Previously, the school was effectively not charged for the increased salary costs. In many ways, the school was also penalized for hiring a less experienced teacher.

Old Budgeting System	FSF
<p>Budget: Base Teachers at SW Average (Positional) Charge: SW Average Salary of \$70k</p> <p>Replacement hire: \$60k</p> <ul style="list-style-type: none"> • Budget reduced by \$10k • Expenses reduced by \$10k • Effect: none 	<p>Budget: Based on student mix Charge: SWA salary \$70k</p> <p>Replacement hire made in FY 2016: \$60k</p> <ul style="list-style-type: none"> • Budget is <i>unchanged</i> because of hire • Expenses <i>reduced</i> by \$10K in FY 2017 • Effect: Purchasing power <i>increases</i> by \$10k. <i>Savings</i> for FY 2017 can be used for other supports such as mentoring, extended day programs, supplies, and/or intervention <p>Or, Replacement hire made in FY 2016: \$80k</p> <ul style="list-style-type: none"> • Budget is <i>unchanged</i> because of hire

<p>Or, Replacement hire: \$80k</p> <ul style="list-style-type: none"> • Budget increased by \$10k • Expenses increased by \$10k • Effect: none 	<ul style="list-style-type: none"> • Expenses increased by \$10K in FY 2017 • Effect: Purchasing power <i>decreases</i>: \$10k. <i>Additional</i> cost for FY 2017 funded with tradeoffs made within the school budget
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The school is also accountable for funding any raises in future years for the teachers they hire. However, for schools with raises that are on average lower than or equal to the system wide change in the average teacher salary, after accounting for attrition, the funding adjustment schools receive through the adjustment to the per capita for the system wide teacher salary change fully offsets their increased costs. For base teachers on school budgets before April 2007 the department is providing additional funding to support salary increases. (See section 6.3. for more information.)

In FY 2017 schools are not accountable for funding collective bargaining raises. Schools are funded for collective bargaining increases in all teachers’ salaries and in the salaries of all other staff funded by FSF via a lump sum added to their FSF allocation. To align the CB allocation in FSF to the changing needs of the school, the dollars are adjusted for the weighted register change from 2016 to 2017.

6.2.2. A one-year lag for many decisions to take effect

When schools replace existing teachers, there will be a lag-time for the effect. Because we charge schools at a fixed school-wide average teacher salary for the year, principals will not immediately feel the impact of replacing existing teachers. The effect of new hires on the school-wide average teacher salary will not be felt until a year later, when the school-wide average teacher salary is adjusted.

For example, if a school hired either a \$60,000 teacher or an \$80,000 teacher *last* school year, the school was charged the same average salary and would not experience any difference in their budget. However, *this* school year, the school’s average salary will rise or fall based on the costs of the teachers hired this past year. The school will have roughly \$20,000 more or less left to spend this year, depending on whether the school hired the \$60,000 or the \$80,000 teacher.

The policy of lagging the salary impact of hired, transferring, and exiting teachers was made in direct response to principals’ requests for planning time to manage the effects of their decisions. For example, if a principal wants to bring on a more experienced teacher, he or she will have a year to plan for any effect on their total cost.

	School A	School B
February 2016 salary snapshot	50 teachers Average salary through June 2016: \$74,000	50 teachers Average salary through June 2016: \$78,000
June 2016–February 2017	5 teachers retire. Replaced with 5 relatively lower-salary teachers; school is charged \$74,000 for them.	5 teachers retire. Replaced with 5 relatively higher-salary teachers; school is charged \$78,000 for them.
February 2017 salary snapshot	50 teachers New average salary charged for all teachers through June 2017: \$71,000	50 teachers New average salary charged for all teachers through June 2017: \$81,000
June 2017–February 2018	3 relatively higher-salary teachers hired; no teachers leave. School is charged \$71,000 for them.	4 relatively lower-salary teachers hired; no teachers leave. School is charged \$81,000 for them.

The cost to the school remains unchanged in the current year only when the new hires are replacing existing positions. When schools add teaching positions that don't currently exist, the school will pay for that teacher at the current school-wide average teacher salary, but the school's overall expenses will increase due to the increase in overall teachers.

6.3. The School-Wide Average Salary

The school-wide average (SWA) salary is the amount schools are charged for the cost of every teacher for the entire year. It reflects the full savings (or cost) for teachers hired over the past year.

The school-wide average salary is calculated by taking a snapshot of all active teachers at a school as of March, 2016. The salaries of those teachers are forecasted for their amounts as of June 30, 2016 to capture longevity, differentials, and collective bargaining increases. In FY 2017 the fiscal year cost of collective bargaining increases anticipated through June, 2017 are also included on each teacher's salary. The forecasted salaries for the teachers are totaled and then divided by the number of active teachers as of March 2016.

Teachers not included in a school's average teacher salary calculation

- Teachers hired from the excess pool under a subsidy program whereby the central DOE will cover the difference between the teacher's actual salary and the salary of a new hire for eight years (see CHAPTER 9: Absent Teacher Reserve Subsidy Funding). To ensure that schools

are not charged for these teachers' actual salaries for the eight years after they are hired, their salaries are not included in the average teacher salary calculation during the time that they are working under this agreement. Instead, the schools are granted a separate allocation for the difference between their average teacher salary (the amount schools are charged for each and every teacher) and the salary they would currently pay if they had hired a new teacher at the time the hired a subsidized teacher.

- Teachers hired from the excess pool starting in FY 2015. According to the agreement with the UFT, teachers hired from the excess pool since FY 2015 are excluded from the school's average teacher salary calculation used in FY 2017.
- Starting in FY 2016 Attendance and Reserve Officer Training Corps (ROTC) teachers are excluded from the calculation of the school's average teacher salary in recognition that schools do not pay for these teachers from their discretionary funds, but rather, cover these staff from earmarked allocations. Attendance teachers are also excluded from the school's average teacher salary for the same reason.

The SWA salary is charged for all teachers for the entire 2016-17 school year. The Legacy Teacher Supplement covers a portion of the amount that teachers on schools' budgets as of April 2007 contribute to the SWA annual increase each year because of longevity, steps and differential increases.

School-Wide Average (SWA) Salary Calculation

$$\frac{\text{Total of Active Teacher Salaries as of March of the Prior Fiscal Year}}{\text{Number of Active Teachers as of March of the Prior Fiscal Year}}$$

6.4. Legacy Teacher Funding

In 2007, the Department committed to funding schools for the increasing costs of longevity, steps and differentials for their base teachers who were on the school's budget as of April 2007. This funding will be given to schools as a separate allocation, the Legacy Teacher Supplement. It is intended to help ease the transition to charging actual salaries for teachers.

The Legacy Teacher Supplement is calculated the following way:

- The total increase of legacy teachers' salaries is divided by the number of legacy teachers to get the average increase per legacy teacher.
- To the extent that funds are allocated to each school through FSF for the system-wide annual growth in teacher salaries for each of their teachers, these extra funds, per teacher, are removed from the increase per legacy teacher. Likewise, in years when funds are removed from each school for the system-wide annual decrease in teacher salaries, these

lost funds per teacher are restored to the increase per legacy teacher. In FY 2017 the funds for the system wide decrease in teacher salaries were removed from schools at their FSF % if their FSF % was lower than 100%. Therefore, the restoration of these funds for legacy teachers was also calculated at the FSF%.

- The adjusted increase per legacy teacher is then multiplied by the number of remaining base teachers at the school to get the total supplement given to the school.
- The number of remaining base teachers is calculated by subtracting the number of teachers that left a school since FY 2008 (through exits or transfers) from an adjusted number of base teachers in FY 2007.

Note: If the number of base teachers calculated on the FY 2017 projected registers is lower than the FY 2007 base number of teachers less attrition, then the FY 2017 number is used instead.

Legacy Teacher Salary Supplement

Annual increases for all legacy teachers - Average Teacher Salary Change for all legacy teachers (adjusted separately)

Legacy Teacher Supplement Calculation			
Total salary increases			\$15,000
Number of remaining legacy teachers	/		4
Average salary increase	=		\$3,750
Number base teachers*			4
Exits and transfers	-		1
Number remaining base teachers	=		3
Average salary increase	*		\$3,750
Total legacy teacher supplement	=		\$11,250

Lesser of [FY 2008 base teachers - exits and transfers] or FY 2017 projected base teachers

**In most cases this will be the FY 2007 base number of teachers (BNTCH). However, for schools where enrollment has dropped significantly, the FY 2017 base number may be used instead if it is less than the calculation above would be).*

The table above displays the calculations for a sample school that, for the purposes of simplicity, had the same five teachers since 2007. Also since 2007, this school has had a calculated base number of teachers equal to four, due to an unchanging student population. In the 2016 school year, one teacher left to be replaced by a new teacher, and four legacy-teachers remain.

The salary increases due to longevity and differentials during 2016 of the four teachers who were at the school prior to April 2007 total \$15,000 after netting out the average citywide teacher salary change, which is allocated as a funding change for every school in the FSF allocation.

This total is divided by the number of legacy teachers at the school, to give an average increase of \$3,750.

The average legacy increase is applied to all base teachers according to the FY 2007 count, based on registers at that time, which in this case is four, less the exits and transfers. Since one legacy teacher is leaving this year, the count of base teachers becomes three. This count of base teachers is lower than the FY 2017 count of projected base teachers, which is still four; therefore the FY 2007 count with adjustments is used.

The Legacy Supplement given to the school is the product of those three teachers multiplied by the average increase: \$11,250.

6.5. Technical Notes on Staffing Non-Teacher Positions

Schools will be charged forecast actual salary for non-teaching positions charged to FSF and other discretionary allocations. Forecast actual salary takes into account any known and predictable salary events for the fiscal year, such as steps and increments. Examples of titles scheduled at forecast actual salary in Galaxy are as follows:

- School Aides
- Assistant Principals and Principals
- Educational Paraprofessionals
- Guidance Counselors
- H-Bank Administrative Staff, such as Parent Coordinators, Computer Techs and School Business Managers, will also have their values calculated using the forecast actual salary model.

Schools will be fully funded for the collective bargaining increases of the all non-teaching staff on payroll in the same lump sum through which they will receive the money to cover the collective bargaining increases of their teaching staff.

When charging teachers and other staff to categorical funding streams, schools will be responsible for fringe benefits.

6.6. Excessing Policy 2016-2017

Principals should always have the ability to choose their teachers. For this reason, we are committed to the 2005 contract reform that eliminated the destructive practice of “bumping” and “forced placement” of teachers, and gave principals control over teacher hiring. But that commitment has a corollary: once teachers are in a school, principals are responsible for them. If

a principal has a poorly performing teacher, the principal has several appropriate options, but excessing is never one of them.

Continuing last year's policy, the Department will require schools to maintain all staff, absent the extraordinary circumstances defined below. Such staff must remain on the schools' Table of Organization in Galaxy.

The Department will only centrally fund excess teachers when thresholds are met:

1. *Register Loss*: Schools experiencing a significant register loss when compared to the audited October 31, 2015 register for school year 2015-16 or a significant register loss over the past two years.
2. Schools with a significant deficit roll caused by an inability to repay register adjustments or outstanding deficits in the prior year.
3. Schools with more than 1 excess employee returning from a provisional hire or from the Absent Teacher Reserve Pool.
4. **In addition to the above, schools must demonstrate financial need under the criteria detailed in SAM #36.**

The reason selected should appropriately describe the situation applicable to that person.

6.7. Other Tools for Staffing

There are several other tools to help principals manage their staffing responsibilities:

- [The Teacher Hiring Toolkit](#) is a collection of resources that support principals with their approach to staffing teachers. These include useful templates and how-to guides, including a comprehensive [Teacher Interview Question Bank](#).
- [Open Market Transfer System](#) (OMTS) is an online tool school leaders can leverage to identify and attract current, internal teachers who wish to transfer schools. OMTS helps principals to efficiently review and manage internal teacher applicants. Using a combination of features, such as assigning applicants to Review Categories and viewing prior service history, saves time and allows for focusing efforts on thoughtful selection. While not required, teacher applicants may include a resume, cover letter, and/or responses to writing prompts.
- [New Teacher Finder](#) (NTF) is an online tool to assist school leaders to identify high-quality, external teacher candidates who may be a fit for their school. NTF provides an abundance of information on external teacher candidates, including certification and background, their resume, and short-answer responses that provide insight on the candidate's communication and problem solving skills. NTF allows principals to post positions, search for candidates, and cultivate and track candidates via short lists and other tools.

- The [Teacher Staffing Support Team](#), within the Office of Teacher Recruitment and Quality, provides additional support to school leaders and HR Directors to help make them make thoughtful and strategic hiring decisions. Each school has an identified Staffing Support Manager that can support school leaders in recruiting, selecting, and retaining high-quality staff. To contact the Teacher Staffing Support Team, email them at hiringsupport@schools.nyc.gov.
- The [Talent Profile](#) and [Smart Retention Reports](#) are interactive tools that enable school leaders to quickly access, analyze, and reflect on their human capital data. The Talent Profile provides up-to-date data on the number of hires, transfers, and exits of your teaching staff, along the ability to drill down to teacher-level data and compare results to citywide and network averages. The Smart Retention Report, available on the Principal's Portal, provides a detailed look at retention patterns and offers a toolkit of strategies and resources to retain high-performing teachers.
- Recruitment and Networking Events: A number of citywide events are offered throughout the spring and summer by the Office of Teacher Recruitment and Quality. These events provide a unique opportunity for schools leaders to interact with a select group of quality teachers who are interested in working in New York City schools. Information and details about these events will be made available on the [Principal's Portal](#), the [Principal's Calendar](#), and [Principal's Weekly](#).
- [Tenure Notification System \(TNS\)](#): Principals receive notices and reminders of dates when teachers are scheduled to receive tenure.
- Principals may wish to review the [salary schedules](#) under the current collective bargaining agreement.

CHAPTER 7: CONTRACT FOR EXCELLENCE (C4E)

The Department of Education (DOE) receives a portion of its overall budget in the form of Foundation Aid from New York State. While the State allows some of the increase in year-over-year Foundation Aid funding to be used for growth in general operating costs and investment in ongoing programs, the majority of the increase is subject to the provisions of the “Contracts for Excellence.” New York City schools received Contracts for Excellence (C4E) funds for the first time in school year 2007-08.

The Governor's 2016-17 Approved Budget states that, “school districts that submitted a contract for excellence for the two thousand fifteen - two thousand sixteen school year, unless all schools in the district are identified as in good standing, shall submit a contract for excellence for the two thousand sixteen-two thousand seventeen school year.” Funds are to be used to support C4E allowable programs, as approved by the Commissioner.

Please note that to date, SED has not issued official guidelines for the use of FY 2017 funds. Therefore these guidelines are subject to change when new information is released. Until that time, please follow the guidelines set forth below.

These guidelines only cover the discretionary allocations that schools first received in 2008-09 to spend subject to the Contracts for Excellence provisions. Other funds earmarked for Contracts for Excellence – including funds for increases in Collaborative Team Teaching (CTT) enrollment, Autism Spectrum Disorder (ASD) and full day Pre-Kindergarten classrooms, and English Language Learner (ELL) summer programs - are not covered in this guide and will be addressed in a separate document, which will be posted on the C4E website (<http://schools.nyc.gov/AboutUs/funding/c4e/default.htm>).

Discretionary allocations will be made through the “Contracts for Excellence FY09” or “Contracts for Excellence FY09 HS” allocation categories in Galaxy.

7.1. How Funds Should Be Spent

All 2016-17 Contracts for Excellence discretionary funds are to be used to maintain effort for programs initiated using this funding source in 2015-16. It may be challenging for schools to maintain effort in instances of budget reductions, and changes in its population may render a program unsustainable. As such, schools may choose to initiate a new program or expand an existing program using these funds. However, any program funded with Contracts for Excellence dollars – whether maintenance of effort or new/expanded – must adhere to the following provisions and is subject to State Education Department (SED) monitoring to ensure compliance.

7.1.1. Program Area Requirements

C4E dollars must be spent to support programs and activities in the following six program areas:

- Class Size Reduction;
- Time on Task;
- Teacher and Principal Quality Initiatives;
- Middle School and High School Restructuring;
- Full-Day Pre-Kindergarten; and
- Model Programs for English Language Learners.

For more information on eligible program options within these six program areas, refer to section 7.2.1 “Appendix A” in this chapter.

7.1.2 Students with the Greatest Educational Need

C4E funds must be used to predominantly serve students with the greatest educational need, including:

- English Language Learners (ELLs);
- Students with disabilities;
- Students in poverty; and
- Students with low academic achievement.

7.1.3. Supplement not Supplant

C4E funds are supplemental and generally may not be used to cover the costs of programs and personnel previously funded with tax levy dollars. However, there is an exception. C4E can be used to fund an expense if the school can document and demonstrate that due to cuts in tax levy funding, the programs or personnel would have been cut “if not for” the availability of C4E dollars. Note that even in this “if not for” situation, the expenditure still must meet all of the programmatic requirements of C4E.

7.2. Guidance for FY 2017

- Program Codes:

The “program” field drop-down menu in Galaxy displays the names of the program strategies (e.g., Reduced Class Size, Reduced PTR, and Summer School) rather than the program areas. Please see Appendix A of this document for descriptions of C4E programs strategies as well as the Galaxy program codes assigned to each.

- Required Documentation (Once SED releases official guidelines for FY 2017 funds, this section will be updated).
 - Schools may be required to provide additional information about proposed program impacts, targeted student populations, etc. at SED’s request.

7.2.1 Contracts for Excellence Program Strategies - Appendix A

The following instructional strategies have been identified by SED as eligible for C4E funding within the six designated program areas. To get FY 2016 class size calculations, please refer to <http://schools.nyc.gov/AboutUs/data/classsize/classsize.htm>

Program	Strategy	Galaxy Program Description
Class Size Reduction <i>Special note for Renewal Schools: To better align C4E with the Chancellor’s Initiatives, Renewal Schools should take measures to maintain class size and PTR, or minimize class size growth where</i>	New Class Room/Reduce Overall Class Size: Hire an additional teacher relative to the student population, teaching independently, to achieve class size reduction <i>at the aggregate school level over FY 2016 class size calculations.</i>	Reduce Class Size
	Additional Teacher in Existing Classroom: Add an additional Teacher relative to the student population, teaching collaboratively with another teacher, to achieve a reduction in student: teacher ratio <i>at the aggregate school levels over FY 2016 class size calculations.</i> Please note: Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce pupil-teacher ratios using team teaching strategies. C4E funds may only be used for true co-teaching models and not for push-in teaching or paraprofessionals.	Reduce PTR
	Maintain FY 2016 class size reductions: Successfully reduced class size at the aggregate school level in FY 2016, and continue to fund the teacher(s) necessary to maintain a similar class size in FY 2017. Note: This may not result in an additional class size reduction, but should result in a similar class size as calculated in FY 2016. This option is only applicable to schools that demonstrated a real class size reduction in FY 2016.	Maintain Class Size
	Maintain FY 2016 Pupil Teacher Ratio reductions: Successfully reduced PTR at the aggregate school level in FY 2016 and continue to fund a teacher(s) necessary to	Maintain PTR

<i>possible.</i>	<p>maintain a similar PTR in FY 2017. Note: This may not result in an additional PTR reduction, but should result in a similar PTR as calculated in FY 2016. This option is only applicable to schools that demonstrated a real PTR reduction in FY 2016.</p>	
	<p>Minimize growth of class size in FY 2017 - fund a teacher to minimize the growth in class size that the school would have otherwise experienced. Note: School must demonstrate that these positions would have been cut in FY 2017. Teachers must be supplemental to the number required by contract.</p>	Minimize Class Size growth
Program	Strategy	Galaxy Program Description
Time on Task	<p>Supplementary Before- or After-School Programs:</p> <ul style="list-style-type: none"> ▪ Additional instruction emphasizing learning standards/subjects required for graduation ▪ New or expanded arts programs ▪ New or expanded CTE programs ▪ Student support services, including guidance, counseling, attendance, parent outreach, behavioral support, study skills <p>Lengthened School Year: Supplementary summer school, which may include:</p> <ul style="list-style-type: none"> ▪ Additional instruction emphasizing learning standards or subjects required for graduation ▪ New or expanded arts programs ▪ New or expanded CTE programs ▪ Student support services, including guidance, counseling, attendance, parent outreach, behavioral support, study skills 	<p>Before & After School</p> <p>Summer School</p>
Time on Task (continued)	<p>Dedicated Instructional Time:</p> <ul style="list-style-type: none"> ▪ Daily supplemental blocks of time during the regular school day to be used for research-based core instructional programs aligned with learning standards ▪ May include: <ul style="list-style-type: none"> - Response-to-intervention - Individualized intensive intervention - “Micro-targeting” of groups of students to provide instruction at a reduced class size or PTR relative to the school or grade but that does not reduce class size or PTR at the grade or school level. <p>Individualized Tutoring:</p> <ul style="list-style-type: none"> ▪ Targeted to students who are at risk of not meeting learning standards / not graduating ▪ Supplemental to regular curriculum ▪ To be provided by a certified teacher, paraprofessional, or qualified tutor 	<p>Dedicated Instruction</p> <p>Individualized Tutoring</p>
Teacher and Principal Quality Initiatives	<p>Programs to recruit and retain Highly Qualified Teachers (HQT)</p> <p>Professional mentoring for beginning teachers and principals</p> <p>Instructional coaches for teachers</p> <p>School leadership coaches for principals</p>	<p>Recruit & Retain HQT</p> <p>Mentoring for New Staff</p> <p>Teacher Coaches</p> <p>Leadership Coaches</p>

Program	Strategy	Galaxy Program Code
<p>Middle & High School Restructuring</p> <p><i>For schools with middle or high school grades only.</i></p>	<p>Schools may allocate C4E funding to implement instructional changes that improve student achievement or instructional changes paired with structural changes to the school’s organization.</p> <p>Instructional changes:</p> <ul style="list-style-type: none"> ▪ Designed to provide challenging academic and learning opportunities to students ▪ May include implementation of academic intervention programs <p>Structural changes: Examples: Changes to grade offerings, creation of “academies”, schools within schools, etc. Please consult with your SSO team if you are interested in pursuing this option</p>	<p>MSHS Instruct Changes</p>
<p>Full-Day Pre-Kindergarten</p>	<p>Expanding the instructional hours for existing pre-Kindergarten programs from half-day to full school day (provided that the school has sufficient space)</p>	<p>Full Day Pre-K</p>
<p>Model Programs for English Language Learners (ELLs)</p>	<p>Please see SED guidance memo for more details about activities allowable under these strategies: http://www.emsc.nysed.gov/mgtserv/C4E/ModelProgramsforLEP-ELLs-Rev7-28-08.htm</p>	
	<p>Innovative Programs for Underserved ELL Populations</p>	<p>ELL Innovative Programs</p>
	<p>Teacher Development, Recruitment, and Retention</p>	<p>ELL Teacher Recruitment</p>
	<p>Parental Involvement and Instruction</p>	<p>ELL Parent Involvement</p>

To review prior year State regulations and guidance, please visit <http://www.p12.nysed.gov/mgtserv/C4E/15-16home.html>

CHAPTER 8: CONCEPTUAL CONSOLIDATION IN TITLE I SWP SCHOOLS

8.1. Overview/Background

Title I School-wide Program (SWP) schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement.

In addition to coordinating and integrating services, School-wide Program schools may combine most Federal, State, and local funds to provide those services.

By consolidating funds from Federal, State, and local sources, a School-wide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

8.2. Consolidating Funds in a School-wide Program

Consolidating funds in a School-wide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. The funds from the contributing programs lose their individual identity when they are combined into one flexible pool of funds. The school uses funds from this consolidated School-wide pool to support any activity of the School-wide Program without regard to which program contributed the specific funds used for a particular activity.

Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School-wide Program school is not required to distinguish among funds received from different sources when accounting for their use.

A school that consolidates Federal funds in its School-wide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

8.3. “Conceptual” Consolidation

To consolidate funding in a School-wide Program (SWP), the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a School-wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School-wide Program without regard to the identity of those funds.

- Most, if not all, School-wide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds in support of school-wide achievement, even though the Galaxy system reports the allocations in separate accounting codes.
- That is to say that School-wide Program schools receive Title I and other federal funds and use them to effectively improve the achievement of all students within their school. In many cases, however, principals and school leadership team members are not aware of the concept and language of conceptual consolidation, and therefore may not be realizing the full flexibility that consolidation of funding enables.

8.4. What Does That Mean?

If a school “opts in” to conceptual consolidation in their CEP application, they can use their Title I, Title I School Improvement 1003(a), Title IIA, and Title III funds for any purpose allowable under the cost factor, as long as they uphold the intent and purpose of each program which is described in the school’s CEP.

- The benefit of conceptual consolidation will be prominent in the ability to fund any title in the cost factor, regardless of what the person is actually doing on a day-to-day basis.

The flexibility of these funds will help ease the hardship of reduced funding. Having this flexibility in a fund source such as Title I SWP will be highly advantageous. While NYCDOE is encouraging its SWP schools to conceptually consolidate most Federal State and local funding received, the following federal Title funds will not be eligible for consolidation in 2016-17:

- IDEA, Part B
- Title I 1003(g) School Improvement Grants (SIG) and Title I School Innovation Funds (SIF)
- Title I Socio-Economic Integration Pilot Program
- Persistently Struggling Schools Grant
- Federal competitive grants, including: Title II, Part B; Title IV, Part B – 21st Century; and Title X, Part C- Homeless Education – McKinney Vento

In addition, the following limitations apply which are Federal requirements:

- Title I (Federal limitation): The required Title I set-asides must be used for the specific intended purposes and cannot be included in the consolidation. These set-asides are as follows:
 - Title I, Part A: 1% for parent involvement

- Title I, Part A: An additional 1% for parent education for Priority and Focus Schools
- Tax Levy (locally imposed limitation): All Tax Levy funds included in the school's Fair Student Funding (FSF) allocation CAN be included in the consolidation; other Tax Levy funding (not included in FSF) cannot be included this year, except for fund sources that are backfilling federal sequestration reductions.
- Contracts For Excellence (C4E) (locally imposed limitation): Schools CANNOT include C4E funds in their conceptual consolidation this year because of strict reporting requirements for the use of these funds.

8.5. Galaxy Cost Factors for Conceptual Consolidation

Conceptually Consolidated allocation categories will share one flexible cost factor and will not have filter rules.

It is expected that the seven allocation categories below will be approved by SED to be included in conceptual consolidation. Schools and Field Support will be notified when final decisions are made.

- Title I SWP
- Title I Correct 91
- Title I SWP Priority and Focus
- Title I Translation Services
- Title IIA Supplemental
- Title III Immigrant
- Title III LEP

8.6. Time and Effort Reporting

In accordance with federal OMB Circular A-87, semi-annual and/or monthly time and effort reports are required from each school and central office.

- What are the report criteria for federal-funded allocation categories that are conceptually consolidated? **None** – those allocation categories **do not require** Time and Effort Reports.
- What are the report criteria for federal-funded allocation categories that are **not** conceptually consolidated?
 - Must disclose staff names, FTE percentage, and salaries.

- Semi-annual reports are required for fully funded positions. The staff's supervisor signature will suffice as long as that person can attest to the responsibilities of the individual in question.
- Monthly reports are required for split funded positions and each employee will need to sign the report.

CHAPTER 9: ABSENT TEACHER RESERVE SUBSIDY FUNDING

9.1. Absent Teacher Reserve (“ATR”) Subsidy

In November 2008, the Department of Education and United Federation of Teachers (UFT) agreed to a subsidy program that encouraged schools to hire centrally funded excess staff (CFES) by splitting the cost between central’s and schools’ budgets for 8 years. This agreement expired on December 1, 2010; and no newly hired excess staff will be eligible for any salary subsidy. The salary subsidy allocation continues to be issued for the 8 year period for previously hired eligible staff.

Continuing the practice started in FY 2013, the subsidy has been allocated directly to schools, rather than passing through the BFSC via the Transfer Utility functionality in Galaxy. To streamline the process of adjusting the allocation for staffing changes to subsidized staff (i.e., for subsidized staff that return from leave, take a new leave, or transfer out of the school), central will also be modifying the allocation directly to schools periodically throughout FY 2017. Refer to School Allocation Memorandum #32 Salary Subsidy for Excess Staff Hired to Permanent Assignments.

Subsidy-eligible titles included teachers, guidance counselors, social workers, lab assistants, school psychologists, school secretaries, and speech teachers. Staff that changed school or title during the subsidized period effectively cancelled the subsidy; the subsidy does not transfer between schools or titles and cannot be repurposed after separation from service. If separation from service occurs, the remaining subsidy is recouped centrally. The subsidy is suspended while subsidized staff are on leave, but there is no corresponding extension of the subsidy beyond 8 calendar years, and the basis of the subsidy (the current salary of a person newly hired the year the subsidized person was hired from excess) is not adjusted. If a person was hired in FY 2010 when the salary of a new hire in the same title was \$50,000, the subsidy is based on the difference between the school’s FY 2017 ATS and the \$50,000 + annual steps and CB up to FY 2017. The FY 2010 \$50,000 base is not adjusted. In instances where the average salary of the school is less than the value of the step of the school staff who qualifies for subsidy the negative amount will be cancelled and reevaluated the next fiscal year. For example, if person’s A step value is \$63,154 compared to their school’s average salary of \$62,080 the (\$1,074) will be cancelled. If the school’s cost increases the following year and person A still qualifies for the subsidy then payment to the qualifying school will be resumed until expiration of the contract.

Note, ATR Subsidies will begin to expire. The salary subsidy allocation continues to be issued for the eight (8) year period from the day each eligible staff person was hired from the excess staff pool for previously hired eligible staff. Subsidies that were initiated in **FY 2009 through FY 2012** expire in **FY 2017 through FY 2020**, respectively. Subsidies are entered into Galaxy

in allocation categories which include the expiration year of the subsidy in the descriptions. For example, subsidies that began in FY 2010 expire in FY 2018 and are allocated in the allocation category “TL Salary Subsidy 2018”

Refer to School Allocation Memorandum #32 Salary Subsidy for Excess Staff Hired to Permanent Assignments.

The MOU with the UFT allows the hiring of excessed staff on a provisional basis, without financial incentive, after the Open Market transfer period, which closes on August 8, 2016.

In addition, per the UFT contract, schools that hire ATRs after September, 2014 will not have their salary included in the school-wide average salary calculation for 2016-17.