**Leon County Schools**

**Staffing Plan Manual**

**Introduction**

The major portion of the General Fund budget of Leon County Schools (LCS) is allocated to the staffing plan, which funds personnel hired to meet the needs of our students. Staffing plan costs are approved by the Leon County School Board (LCSB) through the statutorily-required annual budget adoption process (see the 2015-2016 School District of Leon County Final Approved Budget). The staffing plan is designed to provide equity among schools at each level (elementary, middle and high school) to provide for the needs of students in our traditional schools and in all special programs and special schools. The staffing plan is a formula-driven/average salary model, and units are allocated by school based on the formulas.

Staffing plan allocations must provide for classroom instruction as well as support services, mandated and special programs, and enhancement activities. Special projects funded from state and federal sources are generally restricted for specific purposes. These may include state and federal grants or state categorical funds.

The amount of funding available for staffing schools in any given year is tentatively projected in the second semester of the prior year based on the FTE (full-time equivalent) generated by each school through the Florida Education Finance Program (FEFP). Funding decisions are made based on the annualized FTE earned by each school during Survey 2 (October) since certified data for FTE Survey 3 (February) is not available from the Florida Department of Education (FLDOE) for use in initial staffing plan development. Adjustments are then made as needed based on changes in enrollment and to comply with any legislative action that might impact funding. Compliance with statutory language related to class size also impacts funding decisions. Unless legislation changes current requirements, LCS, which is classified as a school choice district, must meet class size at the school level for 2015-2016,

The purpose of the staffing plan manual is to assist principals in the development and implementation of all aspects of their school’s staffing needs. This manual will addressed a variety of fund sources and the specific requirements attached to each since our school principals make site-based decisions to utilize funds other than those allocated in the staffing plan to provide for supplemental services and support at their schools.

**Way of Work**

### FTE

The 2015-2016 staffing plan will be based on annualized unweighted October 2014 FTE. The FTE total by school will be adjusted as needed for reassignments through the Public School Choice Plan, which allows for reassignment based on LCSB policies, changes to enrollment impacted by charter schools, new legislative mandates, and significant changes occurring during the February 2015 FTE Survey period.

**2015-2016 FTE Survey Dates**

Survey 1 – July 6-10, 2015 Survey 2 – October 12-16, 2015

Survey 3 – February 8-12, 2016 Survey 4 – June 13-17, 2016

FTE is collected during the four survey periods. Only Department of Juvenile Justice Programs, which are required to provide twelve-month programs, earn FTE during Surveys 1 and 4. The staffing plans for traditional schools were historically based on FTE earned in Surveys 2 and 3. Due to legislative changes requiring recalibration and proration of reported FTE that permanently altered the timelines for receipt of certified FTE data reports from FLDOE, only Survey 2 data is available for use in initial staffing plan development. Extended school year and summer programs for traditional schools do not earn FTE.

**Program Weights/Cost Factors**

The FEFP included ten programs and two program groups. Group 1 includes all basic programs. Group 2 includes English as a Second Language Programs (ESOL), Exceptional Student Education Support Level Programs (ESE), and Career Education Programs.

Program Name Program # Program Weights

Basic Education PreK-3 101 1.126

Basic Education 4-8 102 1.000

Basic Education 9-12 103 1.004

Basic with ESE Services PK-3 111 1.126

Basic with ESE Services 4-8 112 1.000

Basic with ESE Services 9-12 113 1.004

ESOL 130 1.147

ESE Support Level 4 254 3.548

ESE Support Level 5 255 5.104

Career Education 9-12 300 1.004

Cost Factors (weight) are applied by program to the unweighted FTE as described above to determine the weighted FTE for each school.

**Allocation Formulas**

The following allocation factors will be used to allocate staffing plan units for the 2015/2016 Staffing Plan:

**Principal**

1. for each traditional elementary, middle, and high school

Special Schools

SAIL: 1.0

Everhart/PACE Secondary: 1.0

Second Chance: 1.0

Success Academy: 1.0

Virtual: 1.0

**Assistant Principal**

Elementary Schools Middle Schools

1.0 2.0

>900 FTEs: 2.0

High Schools Special Schools

 3.0 SAIL: 1.0

 Everhart: 1.0

 PACE Secondary: 1.0

 Pre K: .125

 Second Chance (SC): 1.0

 Success Academy (SA): 2.0

 Virtual: 1.0

 Lively Transition: 1.0

**Dean (10 months, 8 hours per day)**

High Schools (Including SAIL): 1.0 Middle Schools: .50

**Guidance**

Elementary Schools Middle Schools High Schools

 <750 FTEs: 1.0 <600-1.0 FTEs: 1.0 <1749 FTEs: 4

750 to 999 FTEs: 2.0 600 to 999 FTEs: 2.0 >1750 FTEs: 5

1000-1249 FTEs: 2.5 1000 to1249 FTEs: 2.5

 1250 to1499 FTEs: 3.0

Special Schools:

SAIL: 1.0

Second Chance: .5666

Success Academy: .5666

Everhart: 1.0

Pace Secondary: 1.0

Virtual: 1.0667

**Media Specialist**

Elementary Schools Middle Schools High Schools\*

249 or Fewer FTEs: .5 249 or Fewer FTEs: .5 1-999 FTEs: 1.0

250 or More FTEs: 1.0 250 or More FTEs: 1.0 >999 FTEs: 2.0

Special Schools

SAIL: 1.0

Second Chance/Success Academy: 1.133

Everhart: 1.0

**NOTE: Guidance and Media adjustments are not made after the distribution of the staffing plan.**

**Teachers - Allocation Factors by Program**

Unweighted FTE, as determined for each program by the distribution factors addressed in the next section, will be divided by the following factors to calculate the number of teachers allocated to Basic, ESE, and Vocational classes. The net effect of the factors should result in compliance with class size requirements.

K-3 Basic 18.50

4-5 Basic 21.50

6-8 Basic 21.50

9-12 Basic 23.50

254 – ESE Level 4, grades Pk-12 6.25

255 – ESE Level 5, grades Pk-12 4.25

130 – ESOL, grades K-12 17.25

300 – Vocational, Grades 9-12 21.00

**Basic Units**: Basic Units are allocated by taking the UWFTE in programs 101-103 and 111-113 and dividing it by the allocation factor listed above. 111-113 FTE is included in this calculation because the majority of ESE students are in a basic classroom for some portion of the day.

**ESE Units:** ESE units are allocated by taking the UWFTE in programs 111-113 and multiplying it times 10 (contact hours per week) and dividing that by an average number of contact hours per week which is 210 hours for elementary schools, 250 for middle schools, and 270 for high schools.

For programs 254-255, an allocation factor of 6.25 is used for 254 and 4.25 for 255.

Gifted units are allocated by taking the gifted UWFTE multiplied times 5 (days a week) divided by 260 average contact hours per week.

**Extended Day Elementary and Middle School (Art/Music/PE):** One hour is added to every teacher unit generated by the staffing plan to accommodate planning period for each of the teachers. *(Total Basic Teachers x 1) divided by 7.50 = extended day units*

**Prekindergarten (Pre K) Teacher Allocation:** The Early Childhood Department allocates these units based on actual student registrations per program site. An allocation factor of 12 is used to assign these units as appropriate.

**Pre-K School Aide Allocation:** One six hour school aide is allocated for each Pre-K teacher unit.

# ESE Paraprofessionals (DOES NOT INCLUDE FEDERAL AIDE ALLOCATIONS)

973.50 paraprofessional hours are allocated. The allocation of hours is determined by the Exceptional Student Education Director for the following programs:

Emotionally Handicapped

Severely Language/Hearing Impaired

Preschool Handicapped Program

Physically Handicapped

Profoundly Handicapped

Community Based Instruction

**ESOL Paraprofessionals** are generally supported by funds generated by federal funds. Gilchrist will be allocated an above staffing 3.5 hour ESOL paraprofessional based on student need.

# Guidance and/or Media School Aide

UWFTE <500 = 4 hours UWFTE < 800 = 10 hours

UWFTE <600 = 6 hours UWFTE < 900 = 12 hours

UWFTE <700 = 8 hours UWFTE > 900 = 14 hours

### Technology Contact

One Computer Support Technician position, based on 260 days/8 hours per day, schedule, will be allocated to every Elementary, Middle and High school. One unit will be allocated to each: Sail, Everhart and Pace. ECPDC will be allocated .50 of a unit. Second Chance and the Success Academy will be allocated 1.27535 units each to support the blended learning model implemented school wide. Sabal Palm Elementary will be allocated one Tech Training and Support Specialist unit to support the new magnet program in lieu of a Computer Support Technician.

### Clerical Allocations

**Elementary**

## <600 >600, <800

School Financial Accountant II School Financial Accountant II

Executive Secretary I Executive Secretary I

Secretary Secretary

 Secretary (registrar)

>800

School Financial Accountant II >900 - $5,000 Supplement

Executive Secretary I >1100 - $10,000 Supplement

Secretary

Secretary (registrar)

Secretary (212/8)

## **Middle**

<600 >600, <700

School Financial Accountant II School Financial Accountant II

Executive Secretary I Executive Secretary I

Secretary Secretary

 Secretary (registrar)

>700, <900 >900

School Financial Accountant II School Financial Accountant II

Executive Secretary I Executive Secretary I

Secretary Secretary

Secretary (registrar) Secretary (registrar)

Secretary (212/8) Secretary (212/8)

 Supplement - $5,000

#### High

<1500 >1500, <1700

Registrar Registrar

School Financial Accountant III School Financial Accountant III

Executive Secretary II Executive Secretary II

Secretary (2) Secretary (2)

Attendance School Aide (184/7) Attendance School Aide (2) (184/7)

>1701 >1900 - $10,000 Supplement

Registrar

School Financial Accountant III

Executive Secretary II

Secretary (2)

Attendance School Aide (2) (184/7) + Supplement of $5,000

#### Special Schools

# SAIL Second Chance/Success Academy

School Financial Accountant II School Financial Accountant II

Executive Secretary I Executive Secretary I (2)

Secretary Receptionist

# Everhart ECPDC

# School Financial Accountant II School Financial Accountant II (.25)

Executive Secretary I (2) Executive Secretary I

# PACE Virtual

School Financial Accountant II Registrar

Secretary

**Hospital Homebound**

Secretary (260/8)

# Custodial allocation

Custodial allocation is calculated as follows:

 Buildings Total Square Footage

+ 50% Covered Walkways

+ Relocatables

= Total Square Footage per School/ 16,900

= Result is rounded down to nearest .25 unit

= Custodial Units Allocation

**Superintendent’s Special Allocation Lunchroom School Aide**

All Elementary schools are allocated a 4 hour para aide for the lunchroom.

 **Flex and Subs:**

Dollars for flexible (flex) spending budgets are allocated at $87.40 per weighted FTE. Flex dollars are budgeted for non-salary expenditures such as supplies, equipment and maintenance agreements. Dollars for substitute budgets are allocated at $40.00 per weighted FTE. Pre-K funds are included in these as the Pre-K FTE is included in calculating the dollars.

**Interpreters/Translators**

The number of interpreters/translators and the level of interpreters for the hearing impaired program will be allocated as appropriate by the Director of Exceptional Student Education.

**Staffing Plan Procedures**

1. Each school is provided an allocation on the staffing plan menu. The allocation is broken down by position, such as principal, assistant principal, teacher, etc.

2. The principal reviews his/her staffing plan allocations and compares it to the Skyward position control report, staffing plan roster on staffing drive, the school’s individual staff list, and allocations for fund sources outside of the staffing plan. Positions allocated in the staffing plan can be converted, with director approval, to meet the specific needs of the school. ESE unit conversions must be approved by the ESE director or designee. The conversion chart is in the Appendix.

3. Conversions must be done by using a Unit Change Form (UCF). UCFs are budget amendments for the staffing plan. It is a document that is used to transfer dollars from one position or category to another. Conversion limitations are addressed on page 12. The UCF is in the Appendix.

4. Once the UCF has been completed, it is sent to the Staffing Services Department for initial review. The Staffing Services Department reviews the changes and then forwards the UCF to the appropriate Director, ESE Director, if required, and Finance for approval. Once the UCF is approved, the school’s staffing plan menu and roster are revised to reflect the changes.

5. Position Control Forms (PCF) are submitted to Staffing Services to add a position that does not exist at your site or to alter the funding on a current assignment. These cannot be approved if the units are not available in the school’s staffing plan. If a conversion is being done to create these units, the UCF must be sent in advance.

6. All Personnel Action Forms (PAF) are submitted to Staffing Services queues to allow for review of the form for accuracy and for use in updating the school staffing plan rosters. PAFs are then forwarded to HR for processing. PAFS must be submitted for the following actions: change hours on current employee; transfer current employee to another position; termination of employee; new hire; adding supplements; and extended leave without pay. The funding strip should always be included on the PAF.

7. Staffing plans and enrollment are seriously reviewed during the first 10 days of school. During this process the review committee distributes additional units from a pool of units that have been taken from schools where enrollment is down and from the class size reserve. Until the actual October FTE survey is completed, there is no way to truly predict the financial impact of enrollment shifts.

8. After the October FTE survey is finalized and if the FTE projections are not met, the FTE reserve will be utilized to offset the decline in funding from the state. If the reserve does not satisfy the reduction in funding, schools’ staffing plans will be adjusted. When staffing plan adjustments have been determined, increases or decreases will be adjusted as follows:

1. Additional units for schools that are gaining will be budgeted as basic teacher units. Staffing Services will prepare the unit change form for these adjustments.
2. For schools that are losing dollars, the money will be taken from areas determined by the principal. Adjustments will be sent to the Staffing Services Department in the form of a memo detailing positions or areas to be adjusted.

Flex and Subs adjustments will be done based on the October 2015 WFTE so schools can lose or gain in those areas.

In all instances, the Staffing Services Department will revise each school’s staffing plan menu and roster.

District Administration may adjust staffing allocations at any time to negate any unforeseen shifts in student enrollment.

District Impacts

### Lapse Salary

All general revenue positions funded under the staffing plan should be filled as soon as possible. Any funds that might accrue as a result of unfilled positions will revert to the district fund balance. Any position earned, as a result of increased FTE, will be funded from the date authorized and salary calculated only through the last day of the regular work year for that position.

**Extended School Year / Summer Programs**

Currently, only ESE students who require extended year services and DJJ students will attend school during the summer months. The costs of providing these services are to be provided by the district. Even though the district bears these costs, all schools are required to work with district personnel to insure that the appropriate students receive the appropriate services.

Summer Reading Academies, if required or needed, will also be funded and planned by the district. Fee-based or grant-funded summer programs must be approved in advance by the district and must follow the district’s finance guidelines.

**Flexibility Carry Forward**

It is the belief that funds earned in a specific year should be spent on the students who generated those dollars. Prior to the implementation of each year’s staffing plan the need to restrict carry forward balances will be analyzed. Utilization of remaining balances as carry forward will be subject to annual end of the year prioritization.

**Site Based Decision / Program Flexibility**

###### Conversions

It is impossible to create a staffing model that would accommodate all of the individual needs at all of the schools in Leon County. Therefore the district allows principals to convert units allocated for one purpose and be used for another purpose. Due to class size reduction, conversions from teachers to another classification is seldom approved.

One restriction in conversions is that salary dollars cannot be converted to flex or substitute dollars. Each school is allocated a set flex/sub amount, on a per WFTE basis, and is expected to live within this budget. Schools cannot convert dollars to create positions that would typically be considered district positions rather than a school position.

Consideration should be given to the conversion of units since some positions in the district do become permanent.

**Resource Teachers**

The district does not encourage the use of resource teachers, subject area coaches, or teachers without regularly assigned FTE-generating students because of the financial implications associated with these positions. It is the philosophy of the district that smaller class sizes are a high priority and the use of resource teachers requires taking a teacher out of the classroom and ultimately increasing class size. If a principal decides to use resource teachers, he/she is responsible for and must be prepared to defend the decision and should understand these individuals must be certified as required for any courses assigned to teach.

Resource teachers may not be appointed for more than an 8.50 hour day. No resource teacher positions should be promised prior to approval and these positions require an annual approval.

### Extended Day Teachers

Requests to appoint teachers (including guidance and media positions) for 8.50 hours per day must include a written justification/explanation. These teachers must be teaching six classes to qualify for an extended day appointment. However, under no circumstances can a teacher be appointed for more than 8.50 hours.

### Guidance Counselors

Guidance Counselors may not be appointed for more than 8 hours per day.

**Contracted Services**

Schools may convert from salary dollars to contracted services for speech, custodial, and technical services. These funds will be put in project number

21160 and will not carry over to the next year.

**Deans**

Eight-hour dean positions are appointed by the Superintendent and allocated to all high schools including Sail. One-half of a dean (4 hours) is allocated to middle schools. The district does not have a specific job entitled “dean”; therefore employees serving in this capacity are appointed to resource teacher positions. If the dean is on an extended day contract, that is 8.50 hours, he/she must be teaching a class to qualify for the additional hour.

If this is the case, the teacher is a dean for 7.50 hours and a subject area teacher for the remaining hour. The one-hour of teacher time is to be funded from the school’s teacher allocation.

### School-by-School Reviews

To insure that district funds are being utilized in the most efficient, effective and equitable manner possible, meetings will be scheduled during the year with each school’s administration to review the current master schedule, staffing plan and budget to make recommendations, if needed, for improvement.

**Project Numbers Utilized in the 2015/16 Staffing Plan**

00000 – General Fund base budget

21080 – Safe Schools (Deans)

21127 – Supplemental Academic Instruction (at-risk units)

21148 - Class Size Reduction

22010 – Pre-K

24010 – ESE Base Budget

21030 – Above Staffing

See Attachments:

A: 

B: 

**Nondiscrimination Notification and Contact Information**

“No person shall on the basis of gender, transgender status, gender nonconforming gender identity, marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy, disability or genetic information be denied employment, receipt of services, access to or participation in school activities or programs if qualified to receive such services, or otherwise be discriminated against or placed in a hostile environment in any educational program or activity including those receiving federal financial assistance, except as provided by law.” No person shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society.

An employee, student, parent or applicant alleging discrimination with respect to employment, or any educational program or activity may contact:

Dr. Kathleen L. Rodgers

Equity Coordinator and Title IX Compliance Officer

Leon County School District

2757 West Pensacola Street

Tallahassee, Florida 32304

(850) 487-7306

rodgersk@leonschools.net

A student or parent alleging discrimination as it relates to Section 504 of the Rehabilitation Act may contact:

Dr. Alan Cox, 504 Specialist

Leon County School District

2757 West Pensacola Street

Tallahassee, Florida 32304

(850) 487-7190

coxa@leonschools.net