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| **EXAMPLE 1: Title I Supplement Not Supplant Page** |
| Under ESSA Title I, Part A, the district must describe a Supplement Not Supplant budget methodology that is used to allocate **State and Local** funds to schools and that the allocation process is equitable for all schools. |
| Exemption: o Check if LEA is a one school district. It is exempt from describing methodology and uploading any documentation. Go to next page.  |
| All other LEAs are required to describe its methodology for allocating state and local funds for Title I Supplement Not Supplant because the district has multiple schools and may have a duplication of grade spans.  |
| Statement of Methodology:The LEA uses a \_X\_\_districtwide or \_\_\_\_grade span methodology  |
| Type of Methodology:The LEA uses the following method(s) to allocate school level funding:     X     Per pupil          Weighted per-pupil           Personnel/non-personnel costs, or           Other, describe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Provide the “known” factors or process on which the allocation of state and local funds is based:Each school’s general education budget is determined based on the following factors:* An amount for each enrolled student $7000
* An amount for each low-income student $250
* An amount for each English Learner $500

This methodology supports the following areas of each school’s budget:* Teaching Staff: Using a student class size of around 22 students to 1 teacher
* Guidance/Counseling Staff = 1 FTE per 200 students
* EL Services = as needed
* Intervention Services = Using 50% of targeted low-income student funds
* Library Staff = 1 FTE per 200 students
* Instructional Supplies = as determined by staff and principal
* Instructional Technology
* Curriculum Materials

Principal/Administrative Office Staff are budgeted outside the school’s instructional budget.The following table demonstrates the methodology:

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| School Name | $7000 Per Student | $250 per Low Income LI Students | $500 per English Learner (EL) | Admini-strative Office Costs | Total State and Local Funds |
|   | Total Enrollment | Amount | # of LI Students | Amount | # of Els | Amount |  |   |
| Green Elem School | 450 | $ 3,150,000 | 200 | $ 50,000 | 100 | $50,000 | $60,000 | $ 3,310,000 |
| Red Elem School | 375 | $ 2,625,000 | 125 | $ 31,250 | 76 | $38,000 | $55,000 | $ 2,749,250 |
| Ash Middle School | 250 | $ 1,750,000 | 75 | $ 18,750 | 43 | $21,500 | $40,000 | $ 1,830,250 |
| Maple High School | 465 | $ 3,255,000 | 210 | $ 52,500 | 125 | $62,500 | $60,000 | $ 3,430,000 |
| District Costs (e.g. administration, human resources, transportation, etc.) Debt Service |  |  $ 4,053,530  |
| TOTAL DISTRICT BUDGET |  |  $ 15,373,030  |
|  | Other weighted factors may include students with disabilities, number of preschool students, etc. |

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**EXAMPLE 2: Pine RSU**

**Title I Supplement Not Supplant**

Under ESSA Title I, Part A, the district must describe a Supplement Not Supplant budget methodology that is used to allocate **State and Local** funds to schools and that the allocation process is equitable for all schools.

This LEA uses a grade span methodology.

The methodology includes a combination of current personnel and per pupil amounts.

EXAMPLE MODIFIED FROM AN EXISTING LEA:

1. We look to use our resources through the lens of the goals for our district. In particular we are looking at:
* Proficiency Based Learning to build capacity for a shared vision of student success
* Intervention – how we support all students to stretch to meet and/or exceed targets
* Safe, secure and accessible facilities and programs
1. While we start with the current budget as a base and the following per pupil allocations as a limiting factor, we strive to build a zero-based budget that reflects our needs and priorities. Any additional budget requests, supplemental requests and/or personnel requests should be linked to progress toward our district goals and will need to be accompanied by a narrative explanation. Supplemental requests are generally one-time only expenditures which are not part of the year-to-year operating budget, and are not maintenance or personnel requests.
2. Principals will be meeting soon with the Facilities Director to assist in developing facilities budgets.
3. When developing building level budgets, please use the following operating budget allocations:
* Elementary Schools $175/pupil
* Middle Schools $250/pupil
* High School $340/pupil
1. Out of each school’s total allocations, building budgets should include:
* Supplies/PD for Technology: $15 per pupil in this account for Technology Plan
* Library: Per Pupil Allocation: Elementary $15; Middle - $18; High $8.
1. Outside of the above stated per pupil allocations, but still within the budget presented by Principals, there is a per pupil amount to support interventions: Elementary $20; Middle $54.
2. Administrators are responsible for completing line items dealing primarily with supplies, educational equipment, software, textbooks, dues and repair accounts. Staffing levels need to be discussed with the Superintendent and Assistant Superintendent, textbook needs must be discussed with the Director of Curriculum, technology needs require discussions with the Director of Technology and facility issues must be coordinated with the Director of Buildings and Grounds and the Director of Finance.
3. Staffing is based on the following premise: Every elementary school has a full time principal and a guidance counselor. Specialized services beyond guidance are based on either school size or need. XYZ School, the largest elementary school, has an Assistant principal, a full time nurse, and a full time librarian. other elementary schools have nursing services based on student need. Schools with high needs have full time nurses while those with lower needs share services. ELL service is also based on numbers. XYZ School has the largest ELL population and therefore has 2 full time ELL teachers and an ed tech. Other buildings have either 1 full time teacher or share a teacher based on case load. All schools have access to the arts with specialists assigned based on school size. All schools have a Technology Integrator/librarian at least part time. All elementary schools have full time literacy teachers funded through the local budget.

Title funds are assigned to the 2 highest poverty schools.

**EXAMPLE 3. Not acceptable.**

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| Statement of Methodology:The LEA uses a districtwide or grade span methodology  |
| Type of Methodology:The LEA uses the following method(s) to allocate school level funding:          Per pupil          Weighted per-pupil           Personnel/non-personnel costs, or           Other, describe  |
| Provide the “known” factors or process on which the allocation of state and local funds is based Regional School Unit 99- FY19 Budget Development Principles1. We will improve RSU 99's Educational System by maintaining our focus on the District's Educational Vision: a.) Align RSU 99's Educational Goals and Objectives b.) Work to improve our community relationships and partnerships c.) Leverage a data based approach to decision making and improvement efforts d.) Leverage a multi year planning horizon to ensure appropriate District Resources.2. We will make budget decisions that are focused on students, improving student outcomes, while being fiscally responsible to RSU 99 Communities.3. We will strive to meet the diverse needs of RSU 99's student population (Every Child, Every School, Every Day).4. We will make data based decisions that allocate our resources (Local, State and Federal) to improve outcomes for all students (fair is not necessarily always equal).5. We will communicate regularly on the budget process and the challenges we face while providing Community Stakeholders opportunities to be involved in the process.6. We will strive to stay within the following student/teacher ratios: a.) Grades K-2- 15-17 students per class b.) Grades 3-5- 18-20 students per class c.) Grades 6-12- <20 students per class. |