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Weighted Student Formula/School Financial Plan Implementation Manual
Draft Version 7.0
For Fiscal Year 2009-2010

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Purpose of this Manual

To provide school administrators and the school staff who assist with fiscal matters with detailed information regarding the creation of the school financial plan and implementation of the Weighted Student Formula (WSF) for SY 2009-10.

A. FUNDS

1. Funds in WSF for SY 2009-10

Only selected general fund programs are included in WSF. Federal, trust, special, interdepartmental transfer, revolving, and local school account funds are not affected by WSF for SY 2009-10.

2. Programs included in the WSF

Former discrete (general funded, categorical) programs were included in the WSF for allocation. The list of programs is included in the attached Crosswalk of Program IDs, which is divided into WSF, Categorical, and Centralized. The list of programs has been updated for SY 2009-10.

Programs added to WSF, effective SY 2009-10 are:

Program ID and Description		WSF Prog ID	Description
27358	Athletic Directors	42105	WSF-Student Body Activities
16744	Health Career Academy	42101	WSF-Instruction
16202	Instruction for Pregnant Adolescents	42104	WSF-Student Services
28715	Pregnant Teen Center – Maui	42104	WSF-Student Services
18727	In-School Suspension	42104	WSF-Student Services
15636	Youth Leadership Project	42104	WSF-Student Services

3. Programs not included in the WSF

- Federal (Title I and other Federal funds), special, interdepartmental transfer, revolving, trust, and local school account fund programs are NOT included.
- General fund programs that are not in the WSF in SY 2009-10 include, but may not be limited to, Article VI, Vocational Education, Athletics (Coaches Salary and Supplies), At-Risk programs, Hawaiian Studies and Hawaiian Language Immersion Program, Special Education, School Health Aides, Diagnostic Services, Utilities (other than Telephone), Student Transportation, Food Service, major Repairs & Maintenance, and A+.
- For a detailed list, please see the Categorical and Centralized section of the attached Crosswalk of Program IDs, which is divided into WSF, Categorical, and Centralized sections.

4. Program IDs to use in Budget and FMS for WSF

- Allocations and Expenditure Plans are automatically loaded in the specific WSF Program IDs entered in the approved Financial Plan (see list below). This applies to the initial allocation only.
- For all subsequent allocation adjustments, funds are allocated in **Program ID 42100**, Weighted Student Formula.
- After receiving a WSF allocation in the Budget System, if there are any funds in “Balance” in Program ID 42100, the school must move the allocation to a specific WSF Program IDs using the WSF Transfer screens on the Budget System Allocation menu.
- Program ID 42100 cannot be used for Expenditure Plans. The funds must be moved into one of the WSF Program IDs listed in the chart below
- If the school requires a more detailed breakout of the funds, the allotment can be plan-adjusted in FMS to sub-orgs (for Character B and C, or Character 20).

Section of AFP	Program ID Number	Program ID Name
Standards Based Education	42101	WSF-Instruction
Standards Based Education	42102	WSF-ESLL
Standards Based Education	42103	WSF-Instructional Support
Standards Based Education	42121	WSF Buy Back DECA (Distributive Education Clubs of America)*
Standards Based Education	42122	WSF Buy Back Skills USA*
Standards Based Education	42123	WSF Buy Back FFA (Future Farmers of America)*
Standards Based Education	42124	WSF Buy Back FCCLA (Family Career and Community Leaders of America)*
Standards Based Education	42125	WSF Buy Back HOSA (Health Occupation Students of America)*
Quality Student Support	42104	WSF-Student Services
Quality Student Support	42105	WSF-Student Body Activities
Continuous Improvement	42106	WSF-Enabling Activities I
Continuous Improvement	42107	WSF-Enabling Activities II
Continuous Improvement	42108	WSF-Enabling Activities III
Continuous Improvement	42109	WSF-Enabling Activities IV
Continuous Improvement	42110	WSF-Enabling Activities V
Continuous Improvement	42111	WSF-Enabling Activities VI
School Operations	42112	WSF-School Administration
School Operations	42113	WSF-School Facility Services
School Operations	42114	WSF-Protocol Fund

* Please refer to the current memo from the Office of Curriculum, Instruction, and Student Support (OCISS) regarding the buy back procedures for these career and technical student organizations.

5. **Changes in WSF Funded Positions**

Starting in SY2009-10, it is expected that a new procedure for making changes to WSF funded positions will take effect. If a school wishes to make changes to their school's WSF funded positions **after** the Academic and Financial Plan has been approved, the required information will be entered into the new Comprehensive Human Resources Automation Project System (CHAPS). While details of the exact procedure are still being worked out, this process is expected to take the place of the WSF-1 Buy/Sell process.

Budget system adjustments will be made periodically to align a school's allocation with established positions. "Expenses" for additional personnel, and "proceeds" generated by a reduction in positions, will be reflected in the Budget System as they are now:

- If a school establishes additional positions, the funds to pay for the position will be reduced from the school's allocation in Program ID 42100.
- If a school eliminates a vacant position, proceeds will be added to the school's allocation in Program ID 42100 for reallocation by the school.

B. CARRYOVER

1. **Carryover of WSF Program IDs**

FY 2008-09 carryover to FY 2009-10: Planned Carryover will remain in the same WSF Program ID as the allocation. FMS balance carryover from WSF Program IDs will be lumped into WSF Program ID 42100-09, and allocated in Character F. This is the same procedure as in previous years.

2. **Carryover of Categorical Program IDs**

Those categorical Program IDs which currently have carryover privileges will continue to carry over in the same Program ID; there is no change due to WSF.

3. **Limitations on Carryover**

Carryover for the DOE is limited to 5% of the total general fund appropriation (HRS §37-41.5). Each school should do its best to limit its general fund carryover to 5% of the school's non-salary (A1, B, C, BC, and F) allocations to ensure the DOE does not exceed the statutory limit.

4. **Documentation of Carryover in Financial Plan**

Carryover dollars are not included on the Financial Plan Template, however, if a school is planning to use carryover to fund the financial plan, a notation should be included in the Carryover sheet of the template regarding the way it will be used. These notations will be compiled and submitted to the Board of Education as part of the annual report on carryover funds.

C. CALCULATION OF WSF ALLOCATION AND ADJUSTMENTS

1. Student Characteristics

The WSF allocation is calculated based on student characteristics. The data used to calculate WSF allocations for FY 2009-10 is as follows:

Date	Enrollment	ESLL	F/R Lunch	Transience
Fall 2008 (projected, for use in preparing AFPs)	Projected 2009-10	% of SY 2008-09 as of Oct 2008	% of SY 2008-09 as of Sept 2007	% of SY 2007-08 year-end
June 2009 initial allocation (amount matches Fall 2008 projection)	Projected 2009-10	% of SY 2008-09 as of Oct 2008	% of SY 2008-09 as of Sept 2007	% of SY 2007-08 year-end
August 2009 adjustment for Official Enrollment	1 st Semester Official 2009-10 (August 12, 2009*)	% of SY 2008-09 year-end	% of SY 2008-09 year-end	% of SY 2008-09 year-end
September 2009 adjustment for enrollment increases	September 18, 2009* count	% of SY 2008-09 year-end	% of SY 2008-09 year-end	% of SY 2008-09 year-end
January 2010 adjustment for enrollment increases	2 nd Semester Official 2009-10 (Jan 12, 2010*)	% of SY 2008-09 year-end	% of SY 2008-09 year-end	% of SY 2008-09 year-end

* These dates are tentative and are subject to change.

2. WSF Allocation and Updates

Each school’s initial WSF allocation amount for a school year could change as many as 3 times for one fiscal year, as various factors related to the calculation are updated. The chart lists the allocation calculations and timing.

Date	Description	Transmitted Via	Dollars in Allocation
Fall Prior to the School Year	WSF Tentative Allocation Calculation (for Academic / Financial Plan development)	Spreadsheet on the DOE website	<ul style="list-style-type: none"> • Appropriation in budget • Minus holdback for Enrollment Adjustment • Minus holdback for “virtual school” (i.e. enrollment reserve to mitigate allocation decreases if official enrollment greater than projected)
June Prior to the School Year	WSF Tentative Allocation	Allocation Notice in Lotus Notes, and loaded into the Budget System Expenditure Plan screens	<ul style="list-style-type: none"> • Same as the tentative calculation used for AFP

August of the School Year	WSF Allocation Official Enrollment Adjustment	Allocation Notice in Lotus Notes (includes <u>decreases</u> and <u>increases</u> and is based on revised demographic information)	<ul style="list-style-type: none"> • Appropriation as adjusted by the recently ended Legislative Session • <u>Minus</u> Governor’s and BOE’s restrictions, if any • Minus holdback for Enrollment Adjustment • Holdback for “virtual school” (enrollment reserve) zeroed out
September of the School Year	WSF Allocation Enrollment Increase Adjustment	Allocation Notice in Lotus Notes (includes increases to schools with higher enrollment, no decreases)	<ul style="list-style-type: none"> • Holdback for Enrollment Adjustment
January of the School Year	WSF Allocation – Mid-Year Enrollment Adjustment	Allocation Notice in Lotus Notes (includes increases to schools with higher enrollment, no decreases)	<ul style="list-style-type: none"> • Remaining balance of holdback for Enrollment Adjustment

Timeline for WSF SY 2009-10 Allocations and Adjustments

October 2008	July 2009	August 2009	September 2009	January 2010
Tentative Total Allocation for Financial Plan	Initial Allocation (Character F)	Adjusted Allocation (up or down 100%)	Adjusted Allocation (up 75%)	Adjusted Allocation (up 50%)

3. WSF Allocation Notices

There are initially two WSF Allocation Notices in Lotus Notes :

- Character “A” allocation for the amount of average salaries plus fringes for the positions in all schools’ plans.
- Character “F” allocation for each school, based on the total in the approved Financial Plan for Characters A1 (Casual/Hourly), B (Supplies and Other Current Expenses), and C (Equipment).

All WSF adjustment allocation notices (August, September, and January) will be in Character “F”. If schools choose to use the Character “F” funds for positions, the new CHAPS (WSF-1) process must be followed to buy the positions.

4. Details of allocation calculations

A file with data specific to every school showing the tentative FY 2009-10 WSF allocation is at <http://reach.k12.hi.us/empowerment/wsf/>.

5. Official Enrollment Adjustment

In the August allocation adjustment, schools may lose or gain funds. If a Principal expects that the official enrollment will be less than the projected enrollment, it would be prudent to have a contingency plan such as leaving some positions vacant until the WSF adjustment is calculated. If the DOE’s allocation is restricted, the impact will be included in the August adjustment.

Allocation adjustments are in Program ID 42100. Schools need to transfer this adjustment amount to the various WSF programs using the “WSF Transfer” screen in the Budget System.

Schools receiving a negative allocation will be notified that they must reduce expenditure plans to place an amount in “Difference” and move the amount to Program ID 42100 to clear the negative allocation. The schools will be responsible for clearing the negative allocation. If the negative has not been cleared after two weeks, the Budget Branch may reduce expenditure plans to clear the deficit, and notify the school of the adjustment. The school will then be responsible for making further adjustments if the school disagrees with the Program IDs/Characters reduced by the Budget Branch.

6. **Official Enrollment Adjustment and Loss Threshold Adjustment**

If a school has benefitted from the loss threshold adjustment, and subsequently gains enrollment in the Official Enrollment Count, the adjustment will take the loss threshold into account before additional funds are allocated. The adjustment will not be “on top of” the loss threshold.

The loss threshold adjustment exists to ensure that a school’s allocation will not be reduced past a certain percentage. For FY2009-10, the percentage has been tentatively set at 6.85% (subject to change based on final Legislative appropriation). This percentage sets an allocation minimum or “floor” for a school, regardless of enrollment changes. If a school receives an adjustment for the loss threshold (to INCREASE their allocation to the minimum level) for the tentative allocation, any increase in enrollment (as of Official Enrollment) MAY NOT be enough to offset the adjustment.

NOTE: If the total WSF appropriation (“pot”) is reduced, the amount available for the loss threshold adjustment will also be reduced. As a result, the loss threshold *percentage* may be increased.

7. **September Enrollment Adjustment**

To account for students who enroll shortly after the Official Enrollment Count date, schools with an increase in enrollment as of September 18, 2009 (*date is tentative and subject to change*) will receive a WSF allocation increase. The net increase in school attendance will be used to determine this allocation. The allocation adjustment will be prorated so that schools will receive 75% of the funds.

8. **Mid-Year (January) Enrollment Adjustment**

To account for students who transfer in at the end of the first semester, the school will receive a WSF allocation increase if it has a net increase as of the 2nd semester official enrollment count date, tentatively scheduled for January 12, 2010 (as compared to the Official Enrollment count taken in August). The net increase in enrollment will be used to determine this allocation. The allocation

adjustment will be prorated so that schools will receive 50% of the full-year funding.

9. **Funding for Enrollment Adjustments**

Schools' WSF allocations may be reduced if there is a net decrease in either the September or the mid-year enrollment due to withdrawals that should have been taken prior to the OEC. The Budget Branch held back \$5 million from the tentative WSF allocation so that it has funds available for schools with net gains in enrollment in September and January. The total WSF holdback amount will be allocated to schools. If the amount retained was in excess of the amount required for the mid-semester enrollment adjustment, every school will receive a pro-rata allocation.

10. **In the event of a Budget Restriction / Reduction**

Due to the unfavorable economic outlook and uncertainty, all Departments in the State of Hawaii Government have been asked to submit budget reduction plans for the Fiscal Biennium 2009-2011. The DOE has submitted budget reductions totaling \$45.6 million to the Department of Budget and Finance. The reductions were primarily from state office and complex area Program IDs. The Weighted Student Formula budget was not reduced. If the DOE's budget is reduced further before the Financial Plans are approved, and the Board of Education approves a reduction to the WSF, schools will need to adjust their WSF allocations using this procedure:

- Determine the amount to be reduced (a school-by school list will be posted online).
- In Standards Based Education, Current Expenses, enter a cost row in Object Code 9900 – Reserve for Budget Reduction, for the amount of the reduction.
- Enter Program ID 42101, WSF-Regular Instruction.
- When the approved Financial Plans are loaded into the Budget System, the amount for this Object Code will not be loaded.

D. POSITIONS

1. Positions included in WSF

Funding for many types of positions (including casual or hourly personnel) has been placed into WSF. A sampling of the types of positions funded from WSF is listed below. (**Note:** This is not a complete listing.) There is no separate funding for these positions. If the positions are included in the Academic and Financial Plan, WSF funds should be identified as the funding source for these positions, or another source of funds will need to be identified by the school.

- **Salaried Positions (FTEs)**

If these positions were established at the school in October 2008 for FY 2008-09, they were included in the School Personnel Listing and the Financial Plan Template.

Principal	Teacher	Education Assistant
Vice-Principal	Counselor	Library Assistant
Athletic Director	High-Risk Counselors	School Custodian
SASA	School Librarian	
Registrar	Student Activities Coordinator	Swimming Pool Custodian
Account Clerk		
Clerk	Student Services Coordinator	School Security Attendant
Clerk-Typist		

- **Casual or Hourly Hires**

These positions must be included in the Financial Plan if they are to be used by the school.

Part-Time Temporary Teachers (PTTs) for World Languages, ESLL	Classroom Cleaners	Class-size Reduction PTTs for 3 rd grade
Para-professional Tutors (PPTs)	Adult Supervisors	PSAP consultants
Substitute Teachers from Priority Funds	PCNC Coordinator	

Note: Meal Count Assistants are paid from School Food Services program, not from WSF.

2. Position funding split between multiple Program IDs

- Certificated positions can be funded by a maximum of two Program IDs, with each at 50% FTE.
- Classified and SSP positions can be funded by a maximum of three Program IDs, with each at 25% or more of the FTE, for no more than 100% FTE. If the total FTE of a classified or SSP position is less than 50%, the Office of Human Resources must submit a proposal for bargaining unit exclusion to the union for agreement. Schools may find it difficult to fill positions that are less than half time.

3. **Positions not included in School Financial Plans**

Some programs with staff assigned to work on school campuses are considered to be “centralized” programs, and their positions have not been included in the Financial Plan templates. These currently include:

- School Based Behavioral Health
- School Food Service (Cafeteria Managers, Cooks, Bakers, Cafeteria Helpers, Meal Count Assistants)
- Afterschool Plus (A+) Program

4. **Position shared by multiple schools**

- If more than one school plans to share a position, each school’s AFP must account for their portion of the salary and fringe costs, although the position will be established at one school (or perhaps at the complex Org ID).
- The narrative of the Academic Plan should list the schools which will be sharing the position, and state where the position will be established.
- The “host” school should include 1.00 FTE in the Salaried Personnel section of the AFP. A negative amount should be added in the Current Expenses section using “Adj’stmnt for Cash Shortages” (Object Code 7201) for the portion of the salary that will come from another school. Use the “Principals Notes” column to indicate the shared position (e.g. “Position to be shared with _____, _____, and _____ School(s) on a 25%/25%/25%/25% basis”).
- The sharing schools should include their portion of the salary cost in the Current Expenses section “Adj’stmnt for Cash Shortages” (Object Code 7201).
- After the allocations are received, the sharing school(s) should use the BUD-3 form to transfer their portion of the salary cost to the Org ID where the position is established.
- When agreeing to share a position with another school, Principals should also consider issues such as:
 - the cost of mileage if the employee needs to travel between the schools;
 - who will be responsible for supervision and the performance evaluation of the employee;
 - the employee’s schedule at each school;
 - how to determine priorities when more than one school urgently requires the employee’s assistance.

5. **Combined functions**

Principals may combine positions to more effectively use personnel. Positions should be within the same bargaining unit, and the capabilities and qualifications of individuals in combined positions should match the requirements of the positions. A half-time 10-month certificated position **cannot** be combined with a half-time 12-month certificated position, due to difficulties with record-keeping on the benefits.

6. **Mandated positions**

The purpose of WSF is to give schools the flexibility to achieve their academic and financial goals. As one example of this flexibility, there are no mandated positions. There are mandatory **functions** which must be completed on a regular basis. These functions are generally carried out by individuals:

- A management and supervision function (e.g. Principal);
- Administrative functions (e.g. SASA, clerk);
- Instructional support functions (e.g. registrar);
- Instructional support functions which include student support functions (e.g. student services coordinator, counselor); and
- Safety and well-being functions (e.g. school security attendant, custodian).

The Principal and School Community Council will determine how these various functions are to be completed on a regular basis, within applicable federal and state laws, Board of Education policies, and collective bargaining agreements.

The school is not required to have a 12-month Student Services Coordinator position if there are other means to ensure that the student support functions cited above can be completed even when school is not in session.

The school is not required to have a PCNC Coordinator, but must meet the expectations of BOE Policy 2403, "Parent/Family Involvement". If the school receives Title I funds, the school is also expected to regularly assess the effectiveness of its parent involvement activities.

7. **Positions specific to school levels**

School plans may include types of staff not formerly allocated to certain school levels. For example, an elementary school's plan could include a security attendant or student activities coordinator, which were formerly allocated only to secondary schools.

8. **Positions not typically assigned to Schools**

Position descriptions are required for certain positions that are not usually assigned to the school level, such as Administrative Services Assistant, User Support Technician, School Psychologist, Speech Pathologist, and others. The generic position descriptions for such positions do not address school-level functions. If the Financial Plan includes a position that is not usually at the school level, please work with the Personnel Regional Officer to prepare a position description prior to filling the position effective 07/01/2009.

9. **Position classifications**

The school may determine it needs a position classification that the school has not used previously. The complete list of non-certificated position classifications is available through the state's Department of Human Resources Development at: <http://www.hawaii.gov/hrd>. From the home page, click on Position Classification and Compensation then click on Class Specifications and Minimum Qualifications.

10. Class size

- As a guideline, Board of Education Policy 2237 lists optimum class sizes of 20:1 for grades K-3, and 26:1 for grades 4-12. This is a guideline, not a requirement.
- The policy states the maximum class size for grades K-2 shall be 25 students.
- An average of 26.15 students per teacher is a state-wide contractual obligation. It is not a school-by-school requirement.
- A school deviating significantly from the Board of Education's policy should be able to justify the deviation.

11. Staffing formulas

Under WSF, Principals have the discretion to explore alternatives to the historic staffing formulas for positions funded by WSF. Positions not in WSF programs will continue to be allocated to schools as they are now allocated.

12. Class size grievance

The AFPs will be developed with input from teachers, reviewed by the School Community Councils, and approved by the Complex Area Superintendents. These steps will provide the checks and balances on Principals' personnel actions that might otherwise lead to a grievance.

13. Variation from minimum wage

Some Principals have reported difficulty attracting applicants for casual hire jobs such as classroom cleaners and adult lunch supervisors and believe that higher pay may be a solution. Principals may recommend through their Complex Area Superintendent to the Assistant Superintendent, Office of Human Resources, with supporting justification, to consider a change to the compensation pay rate for the Classroom Cleaner or Adult Supervisor category. Among other factors, the duties and responsibilities of the Classroom Cleaner or Adult Supervisor would need to be reviewed in determining an appropriate compensation rate for the job class. If a higher pay were to be approved, it would apply to all employees in the job class, at all schools, not just the schools requesting the pay raise.

14. Additional Information

Please contact OHR regarding questions on WSF position policies.

E. SALARY COSTS

1. Average Salaries

The average salaries for all General funded positions have been recalculated for the SY 2009-10 plans, based on the positions in the Fiscal Biennium 2009-2011 budget that have school Organization IDs in the Uniform Accounting Code. Average salaries will be re-calculated every two years, when a new biennial budget is prepared, to reflect changes to pay schedules.

The complete list of average salaries for Fiscal Biennium 2009-2011 has been posted to the internal WSF site.

2. Combined average for Bargaining Unit 05

For Bargaining Unit 05 members (such as teachers, librarians, counselors, student services coordinators, student activities coordinators, registrars) the average salary is based on all 10-month positions, regardless of Object Code description. For 12-month BU05 members, the average salary is 10-month times 1.2.

3. Principals

For Principal positions, the average salary is based on the school level (Elementary, Middle, and High School) and the projected enrollment size of the school. This is the same classification used by the Office of Human Resources to determine Principal levels. The levels are:

Elem Principal (under 200)	Middle Principal (under 400)
Elem Principal (200-599)	Middle Principal (400-899)
Elem Principal (600-999)	Middle Principal (900+)
Elem Principal (1000+)	Middle Principal multitrack
Elementary Principal multitrack	HS Principal (under 600)
	HS Principal (600-1199)
	HS Principal (1200-1799)
	HS Principal (1800+)

4. Rates for casual hires

Casual positions are those which are paid by the day or by the hour. The current rates used in the Casual Personnel System are online in the ISSB web site. Go to <http://www.issb.k12.hi.us/>, click on Casual Personnel, click on Occupational Groups Table. The table can be sorted alphabetically (by Occupational Group Description) and also by Occupational Group Code, which groups similar positions together.

5. Minimum Wage

Any changes to the minimum wage rate during the fiscal year will be reflected in the following school year's Financial Plan Template.

F. OTHER COSTS RELATED TO POSITIONS

1. Fringe costs

The Financial Plan must include a budget for fringe costs for all positions included in the Financial Plan.

- a. Fringe costs for WSF positions are automatically calculated based on the average salaries in the WSF budget.
- b. Fringe costs for general fund categorical positions are calculated on the template, but charged to specific fringe Program IDs.
- c. Budgets for programs with positions to be paid from non-general funds (i.e. Federal, Special, or Trust fund) must include fringe costs, as is the current practice.

The fringe rate for salaried positions in general fund programs for FY 2009-10 is 40.66%. For non-general funds, the actual fringe cost is charged for salaried positions and casual hires.

2. Substitutes

Substitutes for sick leave, vacation leave, vacancies, and vicing positions for WSF-funded positions will continue to be centrally paid. The school does not need to include these costs in the Financial Plan. However, the school should ensure that the substitutes that are hired are for positions that are in the Financial Plan, and not hire substitutes for unbudgeted positions. Substitutes for classified and SSP positions must be due to the valid absence of an incumbent employee. Substitutes for school-initiated reasons, such as professional development, are **not** paid for centrally and should be budgeted in the school's Financial Plan.

3. Salary differentials

Differentials such as grade level chairs, department chairs, and band will be centrally paid. The school does not need to include these costs in the Financial Plan. The cost of these differentials has been included in the calculation of the average salaries.

4. Temporary Assignment Pay

The differential pay for a teacher-in-charge or for other employees in temporary assignments will also be paid centrally for SY 2009-10. The school does not need to include these costs in the Financial Plan.

5. Principal mentor costs

The cost of mentors for schools with Academic Certification for Excellence (ACE) candidates will be centrally paid.

6. Callback pay for teachers

It is possible for a teacher to be recalled on non-work days if the CAS gave prior approval for work that the teacher would normally do during their normal work day. The procedure is that the school submits a letter to the CAS with the justification, recall dates and funding source and requests approval. After the last day of recall, the school submits the Timesheet (D56) and the CAS-approved

letter to OHR-Certificated Transactions for payment authorization. The Timesheet should use Object Code 2720, Recall Duty Premium. The Financial Plan should show the projected costs in Character A1, Object 2720.

7. **Overtime**

Overtime must be paid by the school.

Exception: For SY 2009-10, custodial overtime will continue to be paid centrally.

8. **Collective bargaining increases**

The pay raises and step movements that are negotiated and funded after the DOE's biennium budget is submitted to the Legislature are paid centrally from a separate allocation from the Department of Budget and Finance (B&F). The increased salary amounts are not included in the average salary. There is a time lag between the payment of the increases and the change to the DOE's budget. For example, the budget and the average salaries for FY 2009-10 are based on the pay schedules for contracts through June 30, 2009, because the budget was prepared in summer 2008.

G. PERSONNEL ISSUES

1. School Personnel List

On October 1, 2008, OITS took a “snapshot” of all positions established at the school. This data is provided in an Excel file that schools can download from the internal WSF web site: <http://165.248.6.166/data/wsf/index.asp>. The same October 1, 2008 data was used to fill in the FTE data in the school’s Financial Plan Templates for FY 2009-10 planning. The School Personnel List includes all positions (Classified, Certificated, and SSP) from all funding categories (WSF, Categorical, Centralized) to assist with development of the Financial Plan. Principals are able to view, sort, filter, edit and print the information contained in the Excel file to assist them when preparing the Financial Plan. The Personnel List is only for the school’s information purposes; it does not need to be submitted to any offices, nor does it automatically update any system or listing.

2. Reducing staff

The Office of Human Resources (OHR) follows established staff reduction procedures for WSF positions that are not funded in the Financial Plan for the next school year.

3. Enrollment Adjustment positions

The principle of WSF is that the weights, in part, substitute for “complex area help,” determining objectively and transparently the support each school receives. There are no complex area reserve positions or cash reserves under WSF.

The preliminary WSF allocation is based on a school’s projected enrollment, and will be adjusted (up or down) as of the official fall enrollment date (taken in August). Schools will receive dollars if their enrollment increases, and may use the dollars to add positions. Likewise, schools will “lose” dollars if their enrollment decreases, and will need to return funds to the Department. WSF allocation adjustments will be made in September 2009, and again in January 2010, for schools whose enrollment increases after the official fall enrollment.

When schools prepare their Financial Plans, they should also identify contingency plans in the event enrollment is lower or higher than projected. Schools whose official enrollment is below projected enrollment will need to implement “Plan B” (the contingency plan) that ideally was developed at the time they developed their AFPs.

4. Revising position descriptions

A school administrator might revise a position description that downgrades the position. It is not permissible to downgrade filled positions for the purposes of saving money or respond to performance issues. Poor performance is a supervision issue, not a classification issue.

5. **Outsourcing**

For FY 2009-10, outsourcing will not be available except for classroom cleaning as described in “Concerns Regarding Specific Programs”. The outsourcing process will take time and require assistance from the state Office of Collective Bargaining and managed competition. Before a school can outsource, it will need to determine clearly what the in-house cost is, and whether the in-house cost can be reduced to where it is competitive with outsourcing. If custodial services are outsourced, standards for health and safety still need to be met.

Procedures for contracting for classroom cleaning have been published by the Office of Business Services (OBS) in a 6/25/07 memo from Randy Moore, Assistant Superintendent for the Office of Business Services, to Principals. Please note the memo was issued prior to the change in office name from OBS to the Office of School Facilities and Support Services.

6. **Reducing permanent versus temporary positions**

The positions funded through the WSF allocation will be decided each year so there is technically no “reducing” of those positions. The school should first look to reduce vacant positions. New positions created by schools under WSF are temporary, unless a school needs to take a permanent employee who is displaced from another school.

7. **Filling WSF positions**

The regular hiring process (recruit, screen, interview, recommend, etc.) applies when filling a WSF position. Existing DOE and collective bargaining procedures regarding filling positions must be followed. The Principal cannot move an incumbent from an existing position to a newly created position without following recruitment procedures.

8. **Positions versus dollars**

For programs in the WSF allocation, the resources will be allocated via funds, not positions based on staffing formula. In the past, those resources were allocated via staffing formula. With WSF allocation, this has changed. However, employees will still be in the schools (based on the schools’ AFPs) and will still have position numbers.

All categorical programs will continue to be allocated as in previous years - a combination of position and funds, or positions only or funds only. There is no change.

What is different is that the Principal has the flexibility to determine the best use of WSF positions to improve student achievement. Staffing needs are based on which WSF positions are needed to implement the AFP that is submitted to the School Community Council for recommendation and approved by the Complex Area Superintendent. That means that Principals cannot “cherry pick” individuals.

9. **Applicability of bargaining unit contracts**

Principals do not have the authority to make personnel or operational changes in a manner contrary to bargaining unit contracts. Principals, like all supervisors, are responsible for following the law, policies, rules, regulations and collective bargaining agreements. Act 51/04, which included the implementation of WSF, does not give Principals or the DOE unilateral authority to ignore or violate any of the above. All DOE employees are responsible for implementing Act 51 within the boundaries set by law, policies, etc. Act 51/04 does not override collective bargaining. The intent of Section 63 in Act 51/04 was to address implementation of specific sections of Act 51/04. It was not intended to override personnel rules and regulations nor override what the DOE agreed to in our respective contracts.

For HGEA and HSTA, the exception to the contract process is in place and provides a process to get the changes recognized and approved.

The DOE honors its contracts with HGEA, HSTA and UPW.

10. **Role of the Personnel Regional Officers (PRO) in WSF**

One role of the PRO is to place any incumbents displaced due to staff reductions resulting from the implementation of the AFP. The PRO also assists the Principal in recruiting and filling WSF positions included in the Financial Plan.

The PRO also assists the Principals and CASs in reviewing the positions included on the Financial Plan prior to CAS approval of the AFP. After the AFP has been approved by the CAS, the PRO receives a copy of the email with the Summary of the Financial Plan as confirmation that the CAS has approved. The PRO verifies that the certificated positions funded by WSF on the approved Financial Plan are properly listed on the School List report for the next school year, and positions that are not funded are deleted from the School List report.

H. CONCERNS REGARDING SPECIFIC PROGRAMS

1. English Language Learners (ELL)

The Principal has discretion over the way services will be provided to ELL students, and the total amount of the WSF budget that will be used for these services. The WSF budget for ELL should generally be equal to or greater than the FY 2005-06 allocation for ELL Program ID 16887, English for Second-Language Learners. Please note your school's WSF calculation amount for ELL students.

2. Custodial staffing

The staffing formulas for custodial positions are guidelines, not rigid, and they are department guidelines, not bargaining unit requirements. Custodial staffing (and classroom cleaning) is determined through the AFP and may differ from current practice. Schools that want to change their custodial staffing will need to provide a rationale in their AFPs, which require School Community Council review and CAS approval. Health and safety standards must be met.

3. School custodian working as a classroom cleaner

The school's WSF allocation will NOT be increased if a half-time school custodian or cafeteria helper also works as classroom cleaner and is paid the custodian or cafeteria helper hourly rate. The increased hourly cost will be covered centrally school via a monthly automated JV which reduces the school's expenditures by the increased hourly cost (i.e. posts a credit to expenditures). The JV can be seen on the FMS DAFMZ011 report in the Expenditures section.

4. Salary of Head Custodian

The average salary chart used to prepare the Financial Plan does not distinguish between the cost of a head custodian or other custodians.

5. Volunteers working as classroom cleaners

Schools may provide for classroom cleaning by using volunteers. If a school determines that fewer school custodial positions are required due to the use of volunteers, please discuss the plan with the PRO to ensure that the proper parameters are followed to be in compliance with HRS §302A-1507, regarding Classroom cleaning project.

6. Contracting classroom cleaner services

Hawaii Revised Statutes allows "mechanisms" for cleaning classrooms, in §302A-1507 (copied below). When considering a contract to clean classrooms, Principals should be mindful of the following:

- The collective bargaining contract with UPW requires that part-time custodians must be afforded the opportunity to work additional hours as classroom cleaners before casual employees may be hired.
- No full-time custodial staff employed at the school may be displaced due to the contract.

- Procurement law requires that contracts of \$25,000 or more must be competitively bid.

Procedures for contracting classroom cleaning are in a June 25, 2007 memorandum from Randy Moore, Assistant Superintendent, OSFSS.

§302A-1507 Classroom cleaning project; established. (a)

There is established a classroom cleaning project in all public schools, excluding new century charter schools and new century conversion charter schools. Each school, through its school community council, may develop mechanisms to provide for classroom cleaning, including but not limited to having parent, student, or other community groups clean the classrooms on a regular, continuing basis.

(b) Schools may use any available resources to achieve the purposes of this section; provided that no full-time custodial staff employed at the school shall be displaced. [L 1996, c 89, pt of §2; am L 2004, c 51, §31

8. Reimbursement for custodial services from non-school operations on the campus

Some schools host non-school operations on their campus (such as public charter schools, state and complex area offices, adult community schools). These operations are not included in the calculations of the school's WSF allocation, but the school may provide custodial services to these operations. If the school provides custodial or cleaning services, the school will be entitled to request reimbursement from the non-school operations for the costs of providing such services. The methodology for calculating and requesting reimbursement is contained in a memo from Randy Moore, Assistant Superintendent – OSFSS (Subject: Use of Facilities Fee Schedule Update; dated July 9, 2008).

9. School Facilities Support Services provided by OSFSS

OSFSS is responsible for some providing certain services at school facilities. A memo dated 3/3/07 from Randy Moore, Subject: Custodian and Facilities Responsibilities under Weighted Student Formula, includes a matrix detailing the responsibilities of schools and OSFSS.

10. School custodial purchases from WSF funds

Schools are responsible for the following purchases:

- custodial safety supplies and shoes;
- custodial restroom supplies;
- floor wax and sealant;
- custodial equipment (floor vacuum cleaners, wet & dry vacuum cleaners, floor polishers, weed whackers, custodial carts, hand trucks, dollies, ladders, trimmers, etc); and
- custodial cleaning supplies.

11. School-level Repairs & Maintenance(R&M)

The R&M costs the school must cover with WSF funds are:

- wall clock;
- re-finish material for gym floor;
- repair irrigation system;
- landscape for school;
- re-key locks;
- material for community projects;
- small hand tools for repairs; and
- hiring a consultant to carry out electrical power study for school-installed air conditioning units (BOE Policy 6700).

For further questions regarding the above R&M needs, please contact:

Francis Cheung
Engineering Program Manager
DOE-Office of School Facilities and Support Services
Facilities Maintenance Branch
Phone: 831-6731
Fax: 831-6750

12. Safety Managers

The Safety Manager program is operated under a centralized contract. OSFSS has developed a procedure for contracting for a safety manager under WSF. The projected annual cost for contracting each of the current 10-month safety managers is **\$45,000 for SY 2009-10**; if fewer contracted safety managers are requested by schools, the cost will be more due to shared overhead costs. To include a contract for safety manager in the Financial Plan, go to the School Operations input sheet, in the Current Expenses section, select SVC FOR FEE-MISC (NON-STATE EMPLOYEE), enter a cost of \$45,000, select the WSF-School Facility Services Program ID, and add a note in the Principal's Notes column that the contract is for a safety manager. These funds will need to be transferred to OSFSS using form BUD-3 to enable a centralized contract to be executed.

13. **Article VI Teachers**

The Article VI teacher positions are not included in WSF. For SY 2009-10, they will remain Categorical positions. The tentative SY 2009-10 Article VI teacher allocation was determined by OCISS and sent to the CASes and PROs via email on November 11, 2008. Schools will be notified of the changes to the tentative allocation after the official enrollment count date.

14. **Changes to Categorical allocations**

Requests to alter staffing of categorical programs must be discussed with and approved by the Program Manager for the categorical program. If the request is to sell categorical positions that have been allocated to the school, the school must work with the program manager for the categorical program.

15. **Protocol Funds**

Schools may transfer WSF funds into Program ID 42114 for the purchase of items such as lei. The recommended cap for protocol expenditures in one year is \$1 per student, or \$1,000 per school, whichever amount is greater. Protocol funds should be used judiciously, as expenditures will be reviewed and if necessary this policy may be adjusted. (Reference October 13, 2006 memo from Superintendent Patricia Hamamoto, Subject: Discretionary Protocol Account Changes.)

16. **Out of State Travel**

Costs for out-of-state travel may be included on the Financial Plan, paid with WSF funds, **only if the approved Academic Plan includes an Enabling Activity that requires out-of-state travel.** The Enabling Activity must detail the estimated cost of the travel expenses (e.g. per diem, conference registration, air fare, car rental) and the Financial Plan must include a reference to the Enabling Activity in the “Acad Plan” column (Column M) for each of the estimated expenses. All out-of-state travel will be subject to existing cost savings measures and Governor’s policies.

17. **Career and Technical Student Organizations**

Career and Technical Student Organizations (CTSOs) are recognized as integral to the career and technical education program. All funding for these organizations is included in the WSF allocation. In order to access statewide activities for CTSOs, a buy-back procedure has been established by the Office of Curriculum and Student Services. The procedures for SY 2008-09 are described in a memorandum from Daniel Hamada, Assistant Superintendent, Subject: Weighted Student Formula Buy-Back Procedures for Career and Technical Education Student Organizations (CTSOs), dated October 20, 2008.

I. CREATING THE FINANCIAL PLAN

1. Excel template files

OITS-ISSB assists the Budget Branch in providing a template to each school to create the Financial Plan. The templates contain the following data for informational and planning purposes:

- Current school year positions (WSF and Categorical only) as of October 1, 2008;
- Prior school year expenditure plans for General and Federal funds, including WSF programs;
- Prior school year FMS expenditures (for Special and Trust funds)

2. Delivery of Financial Plan Template to schools

The Financial Plan Template (an Excel file) for each school is posted on the Department's internal WSF website, so the file can be downloaded at the school. This website can only be accessed from within the DOE network. The address is:

<http://165.248.6.166/data/wsf/index.asp>

After the approved AFPs have been received electronically, the Excel templates can no longer be downloaded.

3. Historical data

Schools have varying amounts of detail already included in the Excel template file. The non-salary data on the files is either from the prior year's Expenditure Plan in the Budget System (for General and Federal funds), or based on the prior year's actual expenditures from FMS (for Special and Trust funds). If one school summarized multiple expenditures into one Object Code (e.g. Classroom Supplies), that school will appear to have less detail than another school which used many Object Codes in its Expenditure Plan.

4. Procedure for Creating the First Draft of the Financial Plan

- a. Review the Academic plan with its prioritized activities (developed after analyzing student data, obtaining community input, and identifying targeted interventions).
- b. Check Office of Information Technology Services-Information Resource Management Branch's (OITS-IRMB) enrollment projections for next school year as published in Lotus Notes, DOE Memos & Notices.
- c. Review School Personnel Listing file, verify that all positions listed are at the school, verify what positions fall under WSF versus other funding categories.
- d. Review last year's allocations, detailed by WSF and Categorical (data from prior year expenditure plan and established positions will be provided in Excel).
- e. Review last year's actual expenditures by Object Code (FMS report DAFR385A).
- f. Identify the cost of items to be included (average salaries, substitute teacher costs, other casual hire costs, equipment, telephone, office operations such as copy machine, security alarm service, equipment maintenance).

- g. Identify other available resources (e.g. special and trust funds; new grants; Local School Account).
- h. Review categorical allocations from prior year to determine the likelihood that each fund will continue to be allocated (refer to Lotus Notes “DOE Budget Alloc Details FY 2009” database for specific Program ID allocation notices and rationales).
- i. Identify the fixed costs such as positions required, office operations, telephone, and custodial supplies.
- j. Identify the costs that can be covered by anticipated categorical funds.
- k. Identify costs that can be shared with other schools in the complex or complex area (e.g. professional development, equipment).
- l. Prioritize the remaining needs using criteria determined by the school, such as school’s vision and goals, programs required for restructuring. Use the decision-making model from School-Based Budgeting Model – Recommendations and Considerations for Budget Decisions.
- m. Plan to use the WSF funds for highest-priority costs that are not covered by categorical funds.
- n. Prepare a prioritized list of other needs that will be funded if additional funds are available (e.g. carryover from prior year, savings in fixed costs, new appropriations from the Legislature, new grants).
- o. Prepare a contingency plan to be used if WSF allocation increases or decreases due to a change in enrollment, or decreases due to overall budget reductions (e.g. identified vacant positions that will not be used and which can be “sold”, or planned expenditures that can be deferred or funded through other means).

Note: The Financial Plan should contain all costs at the school, except Centralized costs such as Food Services and SBBH. The Academic Plan only contains the costs related to the interventions described in the plan. The school’s total financial costs are not included on the Academic Plan.

5. **Differences in Projected Enrollment**

If the Principal believes the OITS enrollment projection is too low for the next school year, and more teachers will be needed, there are two options:

- Option 1. Include additional teacher positions in the Financial Plan, and a low amount of funds for supplies and equipment, expecting that an increased allocation will be received in August and can be used for supplies and equipment. When the official enrollment count date is near, if the Principal sees that the enrollment will not be greater than the projection, the additional vacant positions can be eliminated (budget system allocation will be updated based on information in CHAP system periodically).
Pros: Allows adequate time for recruitment for teachers.
Cons: The school’s purchase of supplies and equipment may be delayed.
- Option 2. Prepare the Financial Plan to match the projected enrollment. Hold back on expending WSF supply and equipment funds during July. When the official enrollment count date is near, if the Principal sees that the enrollment will exceed projection, begin the process to add teachers (budget system allocation will be updated based on information in CHAP system periodically).

Pros: Allows the school to wait longer before making a final determination regarding the number of teachers required.

Cons: May be more difficult to recruit for and fill teacher positions that are established close to the time school begins.

6. **Categorical and Federal funds**

The Financial Plan should be updated to include:

- Categorical and Federal positions which have been tentatively allocated,
- Non-salary amounts that the Principal predicts will be allocated to the school.

Categorical and Federal funds are included in the Financial Plan to provide a complete picture of the school's resources. The FTEs and amounts submitted in the final AFP do not affect nor determine the actual allocation of Categorical funds.

7. **Special and Trust funds**

The historical data for Special and Trust funds that is provided in the Financial Plan Template are the amounts actually expended through FMS in the prior fiscal year. The Financial Plan should be updated to include any amount that the Principal predicts will be available to the school.

- Special funds at the school could include:
 - Summer School and other out-of-school hour programs
 - Reimbursement for Lost Textbooks
 - Driver's Education
- Trust funds at the school could include:
 - Donations and Gifts
 - Athletic gate receipts
 - Grants from private business, agencies, or foundations (e.g. Alu Like, Office of Hawaiian Affairs)
 - Funds from private grant sources may be used to hire staff such as teachers and EAs. Please note that the actual salaries and fringe benefit costs for these positions will be paid by the school.

The Special and Trust funds are included in the AFP to provide a complete picture of the school's resources. The FTEs and amounts submitted in the final AFP do not affect nor determine the actual availability of Special and Trust funds.

8. **User Fees**

Schools and/or SCCs are not permitted to assess user fees for students.

9. **Measures to prevent financial mistakes in preparing and implementing the AFP**

- a. The Principal will have a listing of all school personnel, with source of funding, for reference when preparing the Financial Plan.
- b. The Financial Plan Template includes a worksheet which shows the number of WSF positions established at the school as of October 1, 2008, the number included in the plan, and the difference (gain/loss of FTEs). This worksheet should be reviewed by the CAS prior to electronic approval of the financial plan.

- c. The Principal, CAS, PRO, CABM, and ASA will receive an email with a pdf of the Summary report from the Financial Plan when it is approved by the CAS. The Principal should compare this report to the Summary from the version of the Financial Plan the Principal intended to submit, to verify the correct version was submitted.
- d. The PRO will use the summary of WSF position changes (from the Financial Plan Template) to follow up on personnel actions required to implement the plan.
- e. The data from the Financial Plan Template worksheets will be used to create each school's WSF allocation and expenditure plans for the WSF programs into the Budget System based on the details in the Financial Plan.
- f. The Budget Branch, OHR, and the PRO will monitor WSF positions established and identify discrepancies between Financial Plan and actual, if any, so the discrepancies can be corrected.
- g. Any changes to the WSF positions in the CAS-approved AFP must be made through the CHAP System.
- h. FMS will continue to control expenditures for supplies and equipment for all funds (except Local School Accounts), based on either the allotment received from the Budget System Expenditure Plan or the cash received (depending on the type of fund).

J. SUBMITTING THE FINANCIAL PLAN

1. Electronic submittal by Principal to CAS

The Principal submits their Financial Plan electronically to the CAS, not to the Budget Branch. The submittal must be done from a computer which is on the DOE's network.

If a Principal has created more than one version of the Financial Plan, precautions should be taken to ensure the correct version is submitted for CAS approval. A separate folder should be used for the "draft" versions of the plan, to distinguish them from the "final" version.

2. Hard copy submittal by Principal to CAS

CASes have the discretion to determine if the Financial Plan is to be submitted to them in hard copy. Please check with the CAS if instructions have not been provided.

3. Electronic submittal by CAS to Budget Branch

After the CAS has reviewed and approved the Financial Plan, the CAS will submit the plan electronically to the Budget Branch. The submittal must be done from a computer which is on the DOE's network.

Note: This is the final official Financial Plan, that will be used to create the WSF allocations and expenditure plans for each school within the Budget System, and which the PROs will use to check the WSF positions required at each school. Any amendments to the plan made after CAS approval will **not** be automatically reflected either in the Budget System or in the personnel listings. See Section K for further information.

When the CAS electronically approves the Financial Plan, a pdf file of the Financial Plan Summary Worksheet will automatically be generated and emailed to the Principal, CAS, PRO, CABM, and ASA. The Principal should save this file to the Principal's computer, and verify that it matches the Summary Worksheet from the version of the plan the Principal is following. It is also recommended that an electronic version of the approved Financial Plan be saved to a flash drive or CD for backup purposes.

4. Hard copy submittal by CAS to state office

No hard copies are required to be submitted to state office.

5. Posting on web

The School Documents Online site will post the Summary Worksheet automatically.

K. AMENDMENTS TO THE APPROVED FINANCIAL PLAN

1. Amendments for enrollment changes

If the official enrollment is greater than the projected enrollment, and the school requires additional staffing, the school must fund the increased staffing with the funding received from within their allocation. Schools will work with their PRO to initiate staffing changes and the school's allocation in the Budget System will be adjusted periodically based on the information in the CHAP System. The Personnel Regional Officer (PRO) does not have any district reserve positions to allocate to accommodate increased enrollment.

2. Amendments due to vacancy of a planned position

If the school has recruitment difficulties and cannot fill a position that was included in the approved AFP, the position can be eliminated and funds originally identified to fund the position(s) may be used for other expenditures. Schools will work with their PRO to initiate staffing changes and the school's allocation in the Budget System will be adjusted periodically based on the information in the CHAP System. A chart is available showing the dollar values of positions + fringe at bi-weekly intervals. The full year's dollar value of the position cannot be returned to the school due to the need for central funds to pay for substitutes and budgeted vacancy savings.

3. Timeline for adding or reducing staff

The buy/sell process will begin May 1, 2009 for SY 2009-10 (prior to the beginning of the school year) and will end on February 26, 2010. Positions can be bought beginning May 1, prior to the school receiving an enrollment increase allocation, to increase the probability of filling the positions prior to the beginning of the school year. Schools do not need to wait for the OEC allocation increase to buy positions. Schools will not be able to sell vacant positions for SY 2009-10 after February 26, 2010.

4. Amendments due to change in implementation approach

If the school's expenditures vary from the approved Financial Plan due to changes in approach to implement the AFP, the reason for the variance should be explained to the School Community Council (SCC). It is not necessary to submit an amended plan.

5. No revisions to approved Financial Plans

It is not necessary to submit a revised Financial Plan template to the Budget Branch if any of the above amendments have been made.

L. SCHOOL COMMUNITY COUNCIL

1. The School Community Council (SCC) and the AFP

Please note the School Community Council Handbook II (dated October 2006) includes the following:

Successful councils practice good stewardship and act as a whole, taking responsibility for communicating with all role groups and for the benefit of all children rather than as individuals representing a role group and specific agendas. The SCC provides an opportunity for input to the school's Academic and Financial Plan as well as recommendations for revisions. (page 9)

The CAS is the final approver of the Academic and Financial Plan. (page 14)

The Principal is designated by state statute to develop the Academic and Financial Plan. The SCC may recommend changes while the Principal has the final authority to determine the content of the Academic and Financial Plan. He or she is responsible for providing the SCC rationale for not incorporating into the plan any of the SCC's recommendations. An Assurances and Recommendation for Approval form has been developed for that purpose. (page 14)

2. SCC Monitoring of the Financial Plan

A summary report of plan versus expenditures is being programmed for Principals to update the status of the plan implementation to the SCC. The Principal should expect to report summary financial data to the SCC. Some SCCs may also request more detailed data.

The existing FMS Allotment Status Reports will continue to omit positions which are paid from the Central Salary account. This includes the on-line reports and the monthly DAFR4480-A report. These reports should not be used for monitoring the plan because the plan includes positions which are paid through the Central Salary account.

The existing FMS Expenditure Status Report (DAFR385A) will continue to show actual salaries. This report should not be used for monitoring the plan because the plan is based on average salaries.

The existing FMS-Budget Balance Reports will continue to show actual salaries without an allocation for Central Salary Program IDs. This report should not be used for monitoring the plan.

M. OTHER ISSUES

1. **Program manager's monitoring responsibilities for WSF expenditures**
The program managers for programs that have been merged into WSF are not responsible for monitoring the schools' expenditures for those programs. The accountability to improve student achievement, by following the AFP in the use of funds, rests with the Principal.
2. **Educational Specialist Responsibilities for Programs in WSF**
The educational specialist's primary role is to (1) conduct research and development of processes and practices to continually improve the quality of program implementation, (2) conduct quality monitoring, and (3) provide technical assistance to schools.
3. **Allowable expenditures under WSF**
WSF expenditures must comply with state procurement rules and policies.
4. **Geographic exceptions**
The timeline for geographic exceptions will not change.
5. **Master Calendar**
The master calendar should be finished before the AFP is finalized. When the Principal knows which courses the students want to take, the Principal can use that data in developing the plan.
6. **Long-term plan for small schools**
The DOE does not currently have a formal plan for small schools. WSF will give communities the opportunity to design programs for small schools that may keep them financially viable.

N. References, Resources, and Forms

The following resources provide access to statutory, policy, and contractual authorities; and Standard Practice documents, procedures, and forms.

1. Standard Practice No. 0403 Developing an Academic and Financial Plan
2. Standard Practice No. 1611 Weighted Student Formula (General Description)
3. BOE Policies <http://lilinode.k12.hi.us/STATE/BOE/POL1.NSF>
4. School Community Council Handbook <http://reach.k12.hi.us/empowerment/scc/>

O. Other Forms

Please refer to the Budget Branch References database on Lotus Notes for copies of the School WSF Transfer Documentation (BUD-3) and other forms.

P. Other References

The following information and references for the Financial Plan Template may be found on the internal WSF web site: <http://165.248.6.166/data/wsf/index.asp>:

1. Program ID Crosswalk (Lists FY 2009-10 Program IDs by Financial Plan Section - Standards Based Education, Quality Student Support, Continuous Improvement, School Operations; and Source of Funding - WSF, Categorical, Federal, Special, Trust, Centralized)
2. List of Average Salaries for FY2009-2010 and FY2010-2011
3. How to use the Financial Plan Template
4. How to use the School Personnel Listing
5. Financial Plan Checklist
6. Financial Plan Rubric

Glossary of Terms

Term	Definition
Academic and Financial Plan (AFP)	The document which provides guidance to a school for the next school year to improve student achievement and meet targets.
Allocation	Official notification of spending authorization to expending agency or office. This is the distribution of appropriated funds to schools and offices.
Allotment	Crediting the financial accounts with the amounts specified in the approved expenditure plan. Expenditures can only be charged against allotments. The allotment period is for one fiscal year.
Appropriation	An amount of money set aside by law for a specific public purpose. Unless otherwise allowed by law, no government funds can be expended by any department unless first appropriated by the legislature through law. These appropriated amounts are usually based on the budget requests submitted by the departments.
Carryover	Funds which were not spent in the prior year, and are still available for spending in the current year.
Categorical	Funds which are expended at the school, and must be expended for the specific purpose for which the funds are provided.
Centralized	Funds which are expended by the complex area, district, or state office on behalf of the school or in support of schools. Examples include school food services, related services for special education students, utilities, state administration, and complex area administration.
Collective Bargaining (CB)	The process of negotiating agreements between employer and unions. Also used to refer to the additional funding required to pay negotiated pay increases.
Committee On Weights (COW)	A group of educators and community members which annually recommend, to the Board of Education, a “weighted student formula” for allocating money to public schools. The composition of the Committee on Weights is determined by the Board based on recommendations by the Superintendent of Education and the Dean of the College of Education at the University of Hawaii.
Complex Area Superintendent (CAS)	The person who supervises schools in a complex area and provides area-wide program coordination and support of special education, special services, and federal-funded programs.
Continuous Improvement (CI)	The section of the AFP which addresses procedures, operations, systems, practices development or refinement, communication systems, data management systems, and culture building programs.
E-rate	The Schools and Libraries Universal Service Support Mechanism which provides discounts to assist most schools and libraries in the United States to obtain affordable telecommunications and Internet access.
English Language Learners (ELL)	The program which provides federally-mandated instruction, transitional bilingual support, and multicultural education services for students of limited English proficiency in accordance with: <ul style="list-style-type: none"> • the Department’s Identification, Assessment, and Programming System (IAPS) for Students in the English Language Learners (ELL) Program • Title VI Civil rights laws • No Child Left Behind Legislation.
Expenditure	The process of spending monies. The payout or outlay of cash for services and goods.

Term	Definition
Expenditure Plan	A detailed plan of expenditures which shows how the allocated amounts will be spent during the year by programs, by sources of funds, and by objects of expenditure. The expenditure plan occurs right before or during the implementation of the budget. It is an updated version of the authorized budget. The purpose of the expenditure plan is to make sure sufficient funds are set aside for planned expenditures. In this way, the necessary funds are in the proper allotment ledgers when the charges, whether they occur through payroll or purchase orders, are processed.
Fiscal Year (FY)	The period from July 1 through June 30. The Fiscal Year is often referred to by the year in which the FY ends. For example, FY 2009 is the period from July 1, 2008 through June 30, 2009.
Geographic Exception (GE)	A process which allows students to apply for enrollment at a school other than the school in their home geographic area. Students are granted a GE status for a variety of reasons. While anyone may apply for a GE, students who attend one of the schools identified as “in need of improvement” is given priority to transfer to a school located on the same island that is not identified as needing improvement. A GE request for a special Program of Study (for example, Learning Centers and Hawaiian Immersion) will also receive priority consideration.
Hawaii Government Employees’ Association (HGEA)	<p>The labor organization chosen as the exclusive representative by bargaining units 2, 3, 4, 6, 8, 9, and 13, representing supervisory, clerical, scientific and professional employees, and professional nurses. Employees represented include:</p> <ul style="list-style-type: none"> • Principals • Vice Principals • Athletic Directors • Secretaries • Clerks • Data Processing Systems Analysts • Personnel Technicians • Psychologists • Speech Language Pathologists • Occupational Therapists • Physical Therapists • Educational Assistants • Educational Specialists • Administrators
Hawaii Revised Statutes (HRS)	The laws of the State of Hawaii. The HRS can be viewed online from the Hawaii State Legislature site (www.capitol.hawaii.gov) from the Status and Documents page.
Hawaii State Teachers’ Association (HSTA)	<p>The labor organization chosen as the exclusive representative by bargaining unit 5 representing Hawaii state public school teachers. Employees include:</p> <ul style="list-style-type: none"> • Teachers • Counselors • Librarians • Student services coordinators • Registrars
Information Resource Management (IRM)	The Information Resource Management Branch of the Office of Information Technology Services develops policies, procedures, and guidelines relating to information resource management, coordinates the development of operational plans for the information systems and services of the public school system, and provides information technology support services for various Department-wide computer applications. The branch sections include the Student Information Services Section, the Information Access Support Section, the Lotus Notes Support Section, the Information Management Architecture Section, and the Student Services Application

Term	Definition
	Section.
Instructional	Services which are provided in the classroom, face-to-face with students.
Loss Threshold Adjustment	Component of the WSF which provides funds to ensure that no school will lose more than the threshold percentage (in dollars) from one year to the next. Also provides a mechanism for transitioning to a fully implemented WSF. Funds for the adjustment come from within the existing WSF pot.
Master Calendar	The schedule of classes offered at a secondary school.
Non-instructional	Services which are provided outside the classroom.
Office of Human Resources (OHR)	The state office which administers a comprehensive personnel program for certificated and classified employees of the public school system within the framework of established laws, policies, and accepted principles of personnel management.
Office of Information Technology Services (OITS)	The state office which exercises technical oversight of information processing and telecommunication systems, facilities, and services of the public school system and department-wide operations to ensure that information technology and telecommunications support are being provided efficiently and effectively, and in accordance with laws, policies, and accepted principles of management.
Personnel Regional Officer (PRO)	The positions in each district which provide liaison between OHR offices, complex areas and schools to facilitate timely and effective employment and personnel management support.
Quality Student Support (QSS)	The section of the AFP which addresses support for students who are not successful; school or classroom programs for students; behavioral, discipline, harassment, bullying programs or procedures; and school procedures for safety and security of individuals and/or groups.
School Operations (SO)	The section of the AFP which addresses school administration and school facility services.
Sliding Scale Adjustment	Component of the WSF which provides funds to smaller schools (schools with enrollments below a pre-determined level). Funds for the adjustment come from within the existing WSF pot.
Standards Based Education (SBE)	The section of the AFP which addresses curriculum, assessment, instruction, and professional development.
School Community Council (SCC)	A group of individuals at each public school whose members are elected by their peers to advise the Principal on specific matters that affect student achievement and school improvement. The following groups are represented: <ul style="list-style-type: none"> • Parents • Teachers • Non-certificated school personnel • Community representatives • Student representatives <p>The creation and maintenance of an SCC at each school is mandated by Act 51/04, as amended by Act 221/04.</p>
School Year (SY)	The period from school start to school end. Because school begins in July of one calendar year and ends in June of the following calendar year, the SY is sometimes referred to with two years. For example, SY 2009-10 is the school year which begins in July 2009 and ends in June 2010.
Support Services	Per HRS §76-16, certain positions in the DOE are exempted from civil

Term	Definition
Personnel (SSP)	<p>service. The DOE refers to these positions as Support Services Personnel. The positions include:</p> <ul style="list-style-type: none"> • teaching assistants • educational assistants • bilingual/bicultural school-home assistants • school psychologists • psychological examiners • speech pathologists • athletic health care train • alternative school work study assistants • alternative school educational / supportive services specialists • alternative school project coordinators • communication aides
Transient	<p>Students who are enrolled in a school at the end of the school year but were not enrolled at the beginning of the school year.</p>
Transition	<p>NOTE: TRANSITION ADJUSTMENTS WERE DISCONTINUED BEGINNING SY 2008-09.</p> <p>The phased-in change in funding from FY 2006 “AS IS” (prior to WSF) to the WSF allocation, to comply with Act 51/04 requirement for supplemental allocations to schools losing funds under WSF. The increase to schools gaining funds under WSF is reduced, to provide transition funding to schools who lose funds under WSF.</p>
United Public Workers (UPW)	<p>The labor organization chosen as the exclusive representative by bargaining units 1 and 10, representing blue-collar workers. Employees represented include:</p> <ul style="list-style-type: none"> • Custodians • Cafeteria Workers
Weighted Student Formula (WSF)	<p>A form of student-based budgeting. Resources are allocated to schools based on student need. WSF provides a transparent means to distribute funds based on recognized student educational needs and characteristics. It also provides school communities with flexibility in determining how to use those funds to meet student needs.</p>