

FY2026 School Allotment Guidelines



(Component of the Funding Model)

Provided by: Financial Services Division
Board Approved January 2025

❖ **TABLE OF CONTENTS**

About the School Allotment Guidelines	4
Introduction	4
Budget Basics	5-12
Schools Based Budgets	5
Staffing Flexibility	5-6
Principal Accountability	6
School Governance Council	6
Title I Comparability	7
Consolidation of Funds	7
Average Salary & Benefits	7
Leveling	8
Student Enrollment Adjustment Time	8
Supplements	8
Substitutes	8
Non-Personnel Funds	9
Personnel Staffing	9
New School Opening	9
LEAP Learning, Engagement and Assistant Program	9
Magnet Program	10
STEAM/STEM Campuses	10
Middle College Campus	10

❖ **TABLE OF CONTENTS**

Carry-over Funds.....	11
Per Pupil Allocation.....	11
Instructional Reserve.....	11
Start-Up Charter Schools.....	12
Skyview Charter School Funding.....	12
Fees For Services	13
Fulton Virtual Program.....	13
Teacher Allocations (ES/MS/HS)	14-15
Support Staff	16-17
Special Programs - Personnel	18-23
Special Programs - Non-Personnel	24-26
Non-Personnel	26
Additional Programs	27-29
Fulton Virtual Program Formula.....	27
College and Career Campus.....	28
Magnet Program Formula.....	28
In School Academies.....	29
S.A.F.E. Centers.....	29
Special Education Allocation	30-31
Partnership for Academics and Therapeutics Between Home and School (PATHS).....	31
IST Allocation Formula.....	31

❖ **TABLE OF CONTENTS**

Unique Learning	32-35
Open Campus.....	33
Fulton Virtual School.....	34
STEAM/STEM Campuses.....	34
Middle College Campuses	35
Glossary	36-41

ABOUT THE SCHOOL ALLOTMENT GUIDELINES

The School Allotment Guidelines (SAG) is a board-approved document that serves as the central repository for all formulas related to school positions. These guidelines are reviewed annually by the Superintendent’s Budget Review Committee, which includes central office staff, experienced and new principals, and program managers. The SAG plays a vital role in supporting the district's commitment to Fiscal Responsibility by ensuring efficient and effective public funds and resources management.

INTRODUCTION

Each fiscal year, as directed by the School Board, the Fulton County School System (FCSS) develops allotment formulas and guidelines for all district schools. Adhering to best practices, FCSS focuses on aligning budget requests and outcomes with its Strategic Plan. This approach ensures that the budget development process remains inclusive and transparent, allowing for sufficient and equitable funding of school-based programs throughout the district.

The responsibility for developing school allotment formulas and guidelines lies with the Cabinet. Cabinet members design these guidelines based on the school district’s mission, the Board’s vision, district priorities, and applicable mandates and requirements (federal, state, SACS, etc.). To compile the School Allotment Guidelines (SAG), the Budget Services Department collaborates with Zone Superintendents, Principals, and staff from various departments, including Human Resources, Student Services, Planning/Forecasting, Learning and Teaching, Strategy and Innovation, and Support Services.

BUDGET BASICS

School-Based Budgets:

Using the allotment guidelines proposed by the Cabinet, the Budget Services Department generates school-based budget outputs. Principals and school leaders are expected to understand the rationale behind these budgets and effectively communicate this reasoning to the communities they serve. Each principal collaborates with their leadership team, Zone Superintendent, and School Governance Council to develop a budget tailored to the unique needs of their student population while aligning with the district’s priorities.


Teacher allocations for specialized programs—such as TAG, Special Education, EIP/Remedial, ESOL, Art, Music, Health/P.E., and Career Tech—are determined based on assessed needs, as defined by the allotment formulas for each area and evaluated by Program Managers. These formulas are applied consistently across all traditional schools, regardless of Title I status, in accordance with Every Student Succeeds Act of 2015 (ESSA).

The number of special education segments being mainstreamed into the general education classroom is added to the general education enrollment to calculate the number of general education teachers.

Staffing Flexibility:

FCSS uses site-based budgeting and site-based management through its “Bottom-Up” budget development approach. Each principal is fully empowered through a budgeting process that provides reasonable flexibility, high accountability, innovation, and results-driven budget recommendations aligned with each school’s strategic plan and the district’s priorities. This flexibility and accountability enable each principal to deploy staff according to their school’s needs. As a part of this flexibility, some personnel units may be converted to other positions and some non-personnel dollars may be used to purchase additional personnel. Only vacant positions can be converted to use in another capacity. Such conversions must not cause an increase in the overall budget allocation for the school. Staffing flexibility is afforded to all schools regardless of a school’s Title I status.

BUDGET BASICS

The “Flexibility” icon  is used throughout this document to help principals easily identify where they have flexibility with their school budgets. Note: A Principal may still need to consult with a Zone Superintendent, School Governance Council, or District Program Manager to determine if a position is flexible.

Principal Accountability:

The principal is responsible for managing all funds in the school budget. Monthly, principals receive a Budget Accountability Report (BAR), which provides a detailed overview of the school’s budget and highlights any deficit accounts. This report is designed to assist principals in accurately tracking and balancing their budgets and expenditures.

A school's financial stability depends on effective resource management, accurate record-keeping, fund transfers, and sound decision-making in handling all school allotment funds. The principal must ensure the school year concludes with a positive ending balance in the school’s allotment. A negative balance in the overall allotment budget may result in a reduced allocation for the following year. To prevent this, expenditures must not exceed the current budget, and staffing decisions must align with the approved budgeted positions.

School Governance Council (SGC):

School Governance Councils (SGC) play a key role in Fulton's charter system by setting and overseeing each school's strategic direction:

The SGC is responsible for the following:

- Approve the school’s Strategic Plan.
- Approve the school’s budget recommendations.
- Manage the Request for Flexibility process.
- Participate in the hiring process when hiring a new principal.
- Provide feedback on the principal’s performance.
- Interface with the school’s Title I committee (where applicable).

BUDGET BASICS

Title I Comparability:

Comparability ensures that a school district uses Title I funds to supplement, rather than replace other funding sources for student education. To meet comparability requirements, a school district must provide services in its Title I schools that are at least equivalent to those offered in its non-Title I schools.

FCSS employs a transparent and inclusive budget development process, ensuring consistency across all schools. All formulas used for allotments are applied uniformly to all traditional schools, regardless of their Title I designation.

Consolidation of Funds:

Consolidating funds allows schoolwide program schools to create and implement comprehensive plans that improve their educational programs, tailored to needs identified through assessments. In Fulton, we consolidate Title I, Part A with state and local school allotments.

Average Salary & Benefits:

Salaries are determined using a district-wide average salary scale and are not adjusted based on the individual holding the position. As a result, schools are neither penalized for higher salaries nor allowed to recover funds for employees earning less than the average salary. Additionally, benefits are calculated using a standard district-wide base rate, and schools cannot reclaim any portion of a position's benefits, even for employees who do not receive them. These salary and benefit calculations are applied uniformly across all schools, regardless of their Title I status.

In specific circumstances, schools may repurpose lapsed salary funds from prematurely vacated full-time positions to address a particular need. Typically, these funds should be used to support the same purpose for which the salary was originally allocated. Such instances are rare and require approval from the Chief Academic Officer (CAO) and the Chief Finance Officer (CFO).

BUDGET BASICS

Leveling:

The district uses a leveling process to balance staff assignments based on actual student enrollment versus forecasted student enrollment during Student Enrollment Adjustment Time. Schools falling under projections lose staff and per pupil dollars and those schools above projections may earn additional staff and per pupil dollars. If state maximum class sizes are exceeded after final adjustments, the school principal will work with their Zone Superintendent and the CAO to determine if a budget adjustment is required. While the district aims to maintain stability in school budgets, adjustments occur as the needs of individual schools fluctuate throughout the year. School allotment adjustments are applied to all traditional schools in the same manner regardless of a school's Title I status.

Student Enrollment Adjustment Time (SEAT):

SEAT will serve as the basis for leveling school budget allocations. The student information enrollment data will be used to determine the appropriate allocation earned for each school as determined by the formulas contained in this SAG. It is the responsibility of each school principal to ensure that all enrollment data is accurately reflected in Infinite Campus. This includes withdrawing students who are not enrolled in school. Data accuracy and integrity are critical components of the leveling process, as this data point will inform the district of which schools are over, even, underfunded, or understaffed.

Supplements:

Employees who perform extra duties (e.g., grade-level chairpersons, department chairpersons, coaches, etc.) may be paid a supplement. The number of supplemented positions and amount of the supplements are determined annually by the Human Resources Division following Board of Education guidelines.

Substitutes:

Some positions are eligible for substitutes at a daily rate as determined by Human Resources.

BUDGET BASICS

Non-Personnel Funds:

Schools receive additional funding for non-personnel needs, separate from the staffing funds allocated through allotment formulas. These funds include, but are not limited to, Athletic Services and per-pupil allocations. Principals, using the flexibility granted by the School Board, allocate these flexible non-personnel funds to various programs and accounts based on the specific needs of their schools. This flexibility is extended to all traditional schools, regardless of Title I status.

Personnel Staffing:

Teaching positions are non-flexible and cannot be converted for non-instructional purposes. Allowable purchases are Administrative Assistant, Instructional Paraprofessional, Instructional Coach, and a Multi-Tiered System of Supports (MTSS)/504 Support Specialist position. Additional conversions may be permitted with approval by the Superintendent or designee.

Converting teaching positions can have a negative impact on Fulton County Schools QBE earnings.

New School Opening:

One year before a new school opens, the school will receive a principal and professional assistant III/bookkeeper to prepare for the upcoming school year. In addition to personnel, the school will receive non-personnel funds as approved by the CAO and CFO.

LEAP Learning, Engagement, and Assistant Program:

To provide Behavioral Interventions for elementary-level students through a focus on social-emotional learning. The schools that house the program will be funded as such to support the program.

BUDGET BASICS

Magnet Program:

The following programs are funded to support specialized learning experiences designed to foster student success, creativity, and college and career readiness. Schools will not receive funding unless they have been formally approved for the program by the Board:

- 3DE Magnet
- Career Technical and Agricultural Education (CTAE) Magnet
- International Baccalaureate (IB) Magnet
 - Primary Years Programme (PYP)
 - Middle Years Programme (MYP)
 - Diploma Programme (DP)
- Science, Technology, Engineering, Arts and Math (STEAM) Magnet
- Science, Technology, Engineering, and Math (STEM) Magnet
- Visual and Performing Arts (VPA) Magnet

STEAM/STEM Campuses:

These schools are established by the Fulton County Board of Education and the Superintendent and do not have specific attendance zones. They offer specialized learning experiences to foster student success, creativity, and college and career readiness. These schools will be funded based on the general allocation model listed in this guideline with additional allocations on page 34.

Middle College Campuses:

Middle College is an innovative high school offering a learning experience and collaboration between FCS and a postsecondary institution. All students take a combination of high school and college courses to receive their accelerated career diploma and graduate. These schools will be funded based on the general allocation model listed in this guideline with additional allocations on page 35.

BUDGET BASICS

Carry-over Funds:

Schools may carry over up to 7.5% of their FY2026 non-personnel appropriation into the next fiscal year, provided it does not exceed the remaining balance.

Per Pupil Allocation:

The per-pupil allocation serves as a base amount provided for each student enrolled at a school, designed to cover essential school needs. This base amount accounts for expenses such as classroom supplies, custodial services, training materials, office supplies, library resources, copier fees and maintenance, in-system travel, and postage. While schools may also spend on additional items like technology and professional development, these costs vary significantly between schools and are therefore excluded from the calculation of the base allocation.

Instructional Reserve:

An annual instructional reserve is established to address unforeseen needs across all schools and to accommodate potential enrollment growth during Student Enrollment Adjustment Time (SEAT) and throughout the school year.

BUDGET BASICS

Start-Up Charter Schools:

Funding for a charter school's instructional and administrative programs will comply with the Georgia Charter Schools Act of 1998, Article 31 of the Official Code of Georgia Annotated. FCS start-up charter schools receive a proportionate share of the district's state and local revenue. Budgets are calculated using the following:

1. Each charter school's QBE School Allotment sheets for the revenue amount for the year. The allotment is calculated using the FTE, and earnings on the QBE report for each school.
2. Budgets are also calculated using the formulas housed within these School Allotment Guidelines.

Each school is funded with the formula that results in the highest allocation except Skyview Charter. Charter Schools are funded no less favorably than traditional Fulton County Public Schools.

***Skyview Charter School Funding Agreement**

1. **Funding Model.** Fulton County Schools ("FCS") will fund Skyview according to the following provision:
 - a) **Per-Pupil Allocation:** The per-pupil allocation shall be \$9,095 per student enrolled in Skyview.
 - b) **FTE Counts:** An average of the FTE counts from March and October will be used to determine Skyview's funding for each fiscal year. In the first year of the agreement, March 2020 and October 2020 shall be utilized to determine Skyview's funding, with Fall and Spring counts being averaged each year thereafter. The counts will be conducted according to state requirements for scheduling QBE counts on a specific, predetermined date during the count window.
 - c) **Graduation Incentive:** Because FCBOE wishes to reward Skyview for achieving its goals of increasing the graduation rate for its students, FCS shall pay Skyview \$500 for each student that earns a general education diploma as a 4-year cohort and \$250 for each student that earns a general education diploma as a 5-year cohort and is documented as a graduate in Infinite Campus by the June deadline for student records each year.

FEE FOR SERVICES

Fulton Virtual (FV):

Fulton Virtual is a supplemental virtual program that provides competency-based, personalized learning options for students throughout the district. Serving students in grades 6-12, FV offers middle and high school core courses as well as several electives. Elementary students taking middle school courses can also enroll through Fulton Virtual. The program caters to students aiming to accelerate their learning or recover credits, offering flexible pacing and personalized support. Students may choose to take online courses through FV or Georgia Virtual School (GAVS) which is administered by the GADOE. Virtual Courses are 100% online, held each semester, and offer broad course options.

FCSS will fund 200 online enrollments per semester at each high school. High schools whose usage exceeds the funded enrollments in a semester will be charged (please refer to page 27 for details on allotment charges). Elementary and middle schools will not be charged for enrollment in online enrollment.

The central office cannot forecast online enrollments for high schools because of the variability in student participation at the school level. FCSS recommends high schools use preregistration to monitor the number of online enrollments and track usage, so they can set aside funds from their school's allotment to pay for usage above the per-semester enrollment cap. At the end of the school year, high school and FV budgets will be updated to reflect actual usage. This revised structure provides for sustainable growth of online and blended learning within FCSS.

TEACHER ALLOCATIONS

Grades / Subjects	Class Size
Regular Kindergarten w/Paraprofessional	22
Regular Grades 1-3	23
Grades 4-5	30
Grades 6-8 (IDT)	30
Grades 9-12	32

ELEMENTARY SCHOOLS

Pupil/General Ed Classroom Teacher Ratios:

Kindergarten: 22 to 1

Total general education enrollment ÷ 22 = # Teachers (rounded up to the nearest whole)

Grades 1-3: 23 to 1

Total general education enrollment ÷ 23 = # Teachers (each grade level is calculated separately, rounded up to the nearest whole)

Grades 4-5: 30 to 1

Total general education enrollment ÷ 30 = # Teachers (each grade level is calculated separately, rounded up to the nearest whole)

Instructional Paraprofessionals (Teacher Assistants):

School assistants are allocated to kindergarten classes at 1:1

MIDDLE SCHOOLS

Pupil/General Ed. Classroom Teacher Ratios:

Grades 6-8 Interdisciplinary Teachers 30 to 1

Total general education enrollment ÷ 30 = # Teachers (rounded to the nearest .50)

TEACHER ALLOCATIONS

Beyond the third TAG teacher, a reduction based on the number of TAG teachers is made to the IDT allocation to offset the impact of the 4-Serve model:

If the # of TAG Teachers > 3, then # TAG teachers - 3 = y. $y \times 0.50$ = the reduction in IDT.

For example: 12.50 TAG teachers - 3 TAG teachers = 9.50

$$9.50 \times 0.50 = 4.75$$

34.50 teachers before adjustment - 4.75 = 29.75 interdisciplinary teachers

Connections Unit Allocations:

Each middle school receives a base allocation of 10 Connections teachers, which covers 2.00 CTAE (*non-flexible*), PE, and the basic Connections curriculum programs in Fulton County middle schools.

The grade level with the highest enrollment plus 1/3 of self-contained will be used to calculate the connection allocation.

Highest enrollment + $1/3$ SC \div 30 = Connection Allocation (rounded up to nearest whole)

HIGH SCHOOLS

Pupil/General Ed. Classroom Teacher Ratios:

Grades 9-12: 32 to 1

Teachers (rounded to the nearest .5) = Total general education enrollment X 6, \div 5, then \div 32.

High School general education total teacher allocation will be offset by one teacher to add an Athletic Director (AD) position. (Only high schools that offer a Georgia High School Association (GHS) program)

Zone Superintendents and Principals should closely monitor the enrollment changes and the master schedule for each high school to adjust the high school teaching allocations based on factors such as smaller AP classes, maximum class size, etc.

SUPPORT STAFF

NON-FLEXIBLE 

Position	Elementary			Middle			High		
Principal	1 per school			1 per school			1 per school		
Asst. Principal	1 – 749 = 1.00			1 – 499 = 1.00	=	1.00	1 – 550 = 1.00	=	1.00
	750 – 1499 = 2.00			500 – 599 = 2.00	=	2.00	551 – 1100 = 2.00	=	2.00
	1500 + = 3.00			600 – 1199 = 3.00	=	3.00	1101 – 1619 = 3.00	=	3.00
				1200 – 1799 = 4.00	=	4.00	1620 – 2499 = 4.00	=	4.00
				1800 + = 5.00	=	5.00	2500 – 2999 = 5.00	=	5.00
							3000 + = 6.00	=	6.00
Bookkeeper							1 per school		
Athletic Director							1 per school		
Campus Security Associate (CSA)	Based upon disciplinary incidents, criminal incidents in the school, and criminal incidents in the community.			Based upon disciplinary incidents, criminal incidents in the school, and criminal incidents in the community. Minimum 1 per school			Based upon disciplinary incidents, criminal incidents in the school, and criminal incidents in the community. Minimum 1 per school		
Clinic Aide	1 per school			1 per school			1 per school		
CST	1 per school								
Custodian	1/28,000 sq. ft. Base of 4.00 (keep a minimum of 2.00)			1/28,000 sq. ft. Base of 4.00 (keep a minimum of 3.00)			1/28,000 sq. ft. Base of 4.00 1 stadium Custodian (keep a minimum of 5.00)		
	For MS/HS if allocation falls under 5.00, keep a minimum of 2.00 Conversion is permitted only for custodial contracting and requires prior approval from the Chief Operating Officer (COO).								
Data Clerk	1 per school			1 per school			1 per school		
Instructional Coach (Literacy)	1 per school								

SUPPORT STAFF

NON-FLEXIBLE 

Position	Elementary	Middle	High
Media Ed Tech Instr.	1 per school	1 per school	1 per school
MTSS/504 Support	1 per school	1 per school	1 per school
Registrar			1 per school
PA III	1 per school	1 per school	1 per school (flexible)
School Police Officer		1 per school	2 per school
School Nurse			1 per school

SUPPORT STAFF

FLEXIBLE 

Position	Elementary			Middle			High		
Counselor	Base	=	1.00	1 - 450	=	1.00	1 - 325	=	1.00
	750 - 999	=	1.50	451 - 900	=	2.00	326 - 649	=	2.00
	1000 - 1249	=	2.00	901 - 1350	=	3.00	650 - 974	=	3.00
	1250 +	=	2.50	1351 - 1800	=	4.00	975 - 1299	=	4.00
				1801+	=	5.00	1300 - 1624	=	5.00
							1625 - 1949	=	6.00
Counselor Clerk				1 per school			1 per school		
ISS				1 non-certified			1 non-certified		
PAII/ 190 day	1 - 799	=	1.00	1 - 999	=	1.00	1 - 999	=	2.00
	800 - 1199	=	2.00	1000 - 1199	=	2.00	1000 - 1649	=	3.00
	1200 - 1599	=	3.00	1200 - 1699	=	3.00	1650 - 2299	=	4.00
	1600 - 1999	=	4.00	1700 - 2199	=	4.00	2300 - 2949	=	5.00
						2950 - 3599	=	6.00	
						3600 - 4299	=	7.00	
Virtual Lab Para							1 per school		

SPECIAL PROGRAMS - PERSONNEL

NON-FLEXIBLE 

Program	Allotment Formula	
Adaptive Art (All)	Based on the number of self-contained Special Ed. classes in a school	
	1 SC	.05 Teacher
	2 SC	.10 Teacher
	3 or 4 SC	.15 Teacher
	5 or more SC	.20 Teachers per day (the teacher is at the school)
Adaptive PE (All)	Based on the Adaptive PE services in the student's IEP.	
Art Teachers (ES)	# of Classes	# of Teachers
	4 – 11 classes:	.40 Teacher
	12 – 17 classes:	.60 Teacher
	18 – 23 classes:	.80 Teacher
	24 – 29 classes:	1.00 Teacher
	30 – 35 classes:	1.20 Teachers
	36 – 41 classes:	1.40 Teachers
	42 – 47 classes:	1.60 Teachers
	48 – 53 classes:	1.80 Teachers
	54 – 59 classes:	2.00 Teachers
Every 6 sections/ classes above 30 earn an additional .20 allocation. General Ed. classes with a cushion of 5 or less, add homeroom. The program manager may implement reasonable adjustments with prior approval from the Chief Academic Officer (CAO) and Chief Finance Officer (CFO). <i>Add five .20 allocations for support teachers (FAST)</i>		
AVID Teachers (MS/HS)	Maximum of 1.00 allocation.	
Career Technology Intervention (CTI) Teachers and Paras (HS)	# of CTI Students	# of CTI Teacher/CTI Para
	35 students	1.00 CTI Teacher
	46 students	1.00 CTI Teacher/1.00 CTI Para
	57 students	1.00 CTI Teacher/2.00 CTI Paras
	70 students	2.00 CTI Teachers
	81 students	2.00 CTI Teachers/1.00 CTI Para
92 students	2.00 CTI Teachers/2.00 CTI Paras	

SPECIAL PROGRAMS - PERSONNEL

NON-FLEXIBLE 

Program	Allotment Formula	
EIP Teachers (ES)	# of Segments Earned	# of Teachers
	0 – 42	.50 Teacher
	43 -84	1.00 Teacher
	85 -126	1.50 Teachers
	127 – 168	2.00 Teachers
	169 – 210	2.50 Teachers
	211 – 252	3.00 Teachers
EIP teacher allotments are calculated using FTE segments as reported to the state in March (x1) and October (x2). Every 84 segments earned through a rigorous student identification process acquires one teacher.		
ESOL Teachers and Assistants (All)	Allocations based on needs assessments to serve K-12 qualifying Limited English Proficient students.	
General Music /Chorus Teachers (ES)	# of Classes	# of Teachers
	4 – 11 classes:	.40 Teacher
	12 – 17 classes:	.60 Teacher
	18 – 23 classes:	.80 Teacher
	24 – 29 classes:	1.00 Teacher
	30 – 35 classes:	1.20 Teachers
	36 – 41 classes:	1.40 Teachers
	42 – 47 classes:	1.60 Teachers
	48 – 53 classes:	1.80 Teachers
	54 – 59 classes:	2.00 Teachers
Every 6 sections/classes above 30 earn an additional .20 allocation. General Ed. classes with a cushion of 5 or less, add homeroom. The program manager may implement reasonable adjustments with prior approval from the Chief Academic Officer (CAO) and Chief Finance Officer (CFO). <i>Add five .20 allocations for support teachers (FAST)</i>		

SPECIAL PROGRAMS - PERSONNEL

NON-FLEXIBLE 

Program	Allotment Formula	
Instructional Support Teachers (All)	IST allocations are assigned to schools using a weighted formula that evaluates five criteria to determine the level of support required: current number of IEPs in the building, number of initial evaluations completed in the previous year, number of reevaluations completed in the previous year, number of GAA portfolios, and the number of SEC program classes in the building. Each criterion is assigned a point value based on the school's data. The total point value (score) for each of the five criteria determines the allocation assigned to each school. For additional information, please see the IST Allocation Formula on page 31.	
Music Therapy (All)	Based on the number of self-contained special education classes in a school	
	1 SC	.05 Teacher
	2 SC	.10 Teacher
	3 or 4 SC	.15 Teacher
Parent/Bi-Lingual Liaisons (All)	Allocations are based on the number of students identified as having a primary language other than English. 0.50 Parent/Community Liaison	
	150 - 250 students	0.50 Parent/Community Liaison
	251+ students	1.00 Parent/Community Liaison

SPECIAL PROGRAMS - PERSONNEL

NON-FLEXIBLE 

Program	Allotment Formula		
Physical Education Teachers (ES)	# of Classes	# of Teachers	# of Assistants
	4 – 11 classes:	.40 Teacher	.40 Asst.
	12 – 17 classes:	.60 Teacher	.60 Asst.
	18 – 23 classes:	.80 Teacher	.80 Asst.
	24 – 29 classes:	1.00 Teacher	1.00 Asst.
	30 – 35 classes:	1.20 Teachers	1.20 Assts.
	36 – 41 classes:	1.40 Teachers	1.40 Assts.
	42 – 47 classes:	1.60 Teachers	1.60 Assts.
	48 – 53 classes:	1.80 Teachers	1.80 Assts.
	54 – 59 classes:	2.00 Teachers	2.00 Assts.
<p>Every 6 sections/classes above 30 earn an additional .20 allocation. Gen. Ed classes with a cushion of 5 or less add homeroom. The Program Manager may make reasonable adjustments with appropriate approval from CAO and CFO.</p> <p>An additional .20 allocation may be earned if: $(\text{Grades 4 \& 5 total enrollment}) / (\text{Grades 4 \& 5 total \# of classes}) * 2 > 57$</p> <p><i>Physical Education add five .20 allocation for support teachers (PEST)</i></p>			
Career, Technical & Agricultural Education Teachers (HS)	<p>One teacher per Tech Lab. Allocation beyond one teacher per lab is based on student enrollment.</p> <p>Class size: 33</p>		
JROTC Instructors (HS)	Less than 150 Students		1.00 Officer and 1.00 NCO
	151-250 Students		1.00 Officer and 2.00 NCOs
	251-350 Students		1.00 Officer and 2.00 NCOs
	<p>The Block schedule will use actual enrollment for 1st semester with projected enrollment for 2nd semester and divide by two to determine staffing.</p>		

SPECIAL PROGRAMS - PERSONNEL

NON-FLEXIBLE 

Program	Allotment Formula	
Remedial (MS, HS)	Remedial teacher allotments are calculated using FTE segments as reported to the state in March (x1) and October (x2). The total segments for March and October are added together and then averaged to determine the allotment earned. Class Size 23:1	
School Social Workers (All)	Allocations are assigned based on QBE earnings. FCSS supplements the remaining costs with local funds. A growth component added to the formula that will consider additional enrollment and new schools. Minimum of 1.00 dedicated per high school	
School Psychologists (All)	Allocations are assigned based on QBE earnings. FCSS supplements the remaining costs with local funds. A growth component added to the formula that will consider additional enrollment and new schools.	
Special Ed Teachers and Assistants (All)	See page 30	
TAG and Lead TAG Teachers (All)	K-5	Minimum of 1.00 TAG teacher per school <i>(excluding FAVE)</i>
	6-8	Minimum of 2.00 TAG teachers per school
	9-12	Minimum of 1.00 TAG teacher per school
	After the minimum need is exceeded; the state maximum class size is used to add additional TAG teachers (K-5 = 19; 6-12 = 23)	
	TAG Career Interns	3.00
World Languages (MS)	Offer World Language to all qualified students in grades 6-8 who score on or above Grade Level in Reading on GA Milestones. Class Size 33:1. One teacher can teach up to 5 classes per day. Divide total WL enrollment by 165, then add 1.0 for each World Language in addition to Spanish that is taught full-time at the school, or .5 for each World Language in addition to Spanish that is taught part-time at the school. Decimals are rounded up to the nearest .5 or whole number.	

SPECIAL PROGRAMS - PERSONNEL

NON-FLEXIBLE 

Program	Allotment Formula
World Languages (HS)	<p>High schools are awarded a .5 allotment annually for meeting each of the following four criteria:</p> <ol style="list-style-type: none"> 1) has added a new language or program (two-year limit) 2) offers four or more different languages via face-to-face instruction 3) has AP or IB SL or HL Year 2 students in each language offered 4) is in Zone 1-3 or is an open campus school. <p>The maximum that a school can earn is 2.0 if all four criteria are met.</p>

SPECIAL PROGRAMS – NON-PERSONNEL

NON-FLEXIBLE 

Program	Allotment Formula	
At Risk (All)	Allocations based on Mobility Rate and Free & Reduced Lunch for each school individually rather than as a % of the district total. Mobility x 2, Free & Reduced Lunch x 3	
Athletic Services (HS)	The program manager administers a reserve and determines additional allocations on an as-needed basis.	
Career, Technical & Agricultural Education Program (ES)	◆ Agricultural Science	\$ 4,000
	◆ Career Exploration	\$ 1,500
	◆ Construction	\$ 5,000
Career, Technical & Agricultural Education Programs (MS)	◆ Agricultural Science	\$ 4,000
	◆ Audio, Video, Technology and Film	\$ 3,000
	◆ Business	\$ 1,000
	◆ Career and Technical Student Organizations	\$ 2,500
	◆ Computer Science	\$ 1,000
	◆ Construction	\$ 5,000
	◆ Engage/Career Awareness	\$ 1,500
	◆ Engineering	\$ 3,500
	◆ Family and Consumer Science	\$ 3,000
	◆ Graphic Design	\$ 2,500
	◆ Healthcare Science	\$ 3,000
	◆ High-School Credit Course	\$ 500
	◆ Law and Justice	\$ 2,000
◆ Marketing	\$ 1,000	

SPECIAL PROGRAMS – NON-PERSONNEL

NON-FLEXIBLE 

Program	Allotment Formula	
Career, Technical & Agricultural Education Programs (HS)	◆ Agriculture Science	\$ 7,000
	◆ Atlanta Technical College Instructor (ATC)	\$ 7,000
	◆ Audio, Video, Technology and Film	\$ 6,000
	◆ Automotive	\$ 5,000
	◆ Aviation	\$ 3,000
	◆ Business Education	\$ 1,000
	◆ Career and Technical Instruction	\$ 1,000
	◆ Career and Technical Student Organizations	
	10 – 50 members in previous year	\$ 2,500
	51 – 200 members in previous year	\$ 3,500
	201+ members in previous year	\$ 4,500
	◆ Construction & Welding	\$ 10,000
	◆ Cosmetology	\$ 6,000
	◆ Culinary Arts	\$ 12,000
	◆ Engineering	\$ 7,000
	◆ Family and Consumer Science	\$ 6,000
	◆ Graphic Design	\$ 5,000
	◆ Healthcare Science	\$ 6,000
	◆ Industry Certified Programs	\$ 1,500
	◆ Information Technology	\$ 2,000
	◆ Law and Justice	\$ 5,000
	◆ Manufacturing & Logistics	\$ 6,000
	◆ Marketing Education	\$ 2,000
	◆ Teaching Profession/Early Childhood Education	\$ 3,000
	◆ Work-based Learning	\$ 1,000
	◆ Young Farmer	\$ 4,000

SPECIAL PROGRAMS – NON-PERSONNEL

NON-FLEXIBLE 

Program	Allotment Formula	
ESOL Monies (ES)	Distribution determined by the CAO and available funds	
Safety Personnel Overtime (MS/HS)	MS	HS
	50 hours for one	250 hours for one 500 hours for two
Traffic Officer (All)	AM/PM 1 hour each Based on needs as assessed by the Safety and Security department.	

NON-PERSONNEL

FLEXIBLE FUNDING



Allocations	Allotment Formula	
Base Allocation (All)	ES	Copier Lease, Clerical Overtime, and Cell Phones
	MS	Copier Lease, Clerical Overtime, Cell Phones, and Extramural (MS)
	HS	Copier Lease, Clerical Overtime, Cell Phones, and Security Funds
Flex Position (ES & HS)	ES	Counselor Salary
	HS	Graduation Coach Salary
	Amount is based on average salary	
Funds for New Schools Opening This Year	A. \$25 additional per pupil dollar allocation B. One teacher's salary C. \$2,000 per TAG Teacher	
Per Pupil Allocation (All)	\$130 per student	
Professional Day	# of teachers x sub pay x 3 days	
SAT Prep Classes (HS)	Equivalent of a .20 teacher position allocated to every HS to offer SAT Prep Classes	
Supplements (All)	Amounts are determined annually by the Human Resources Division.	
Supplements-Athletic (HS)	Amounts are determined annually by the Human Resources Division.	

ADDITIONAL PROGRAMS

Fulton Virtual Program:

Allocation	Allotment Formula
Virtual Teachers/GAVS Tuition	<ul style="list-style-type: none"> ♦ Base Allocation: (30.00 Teachers equivalent) <ul style="list-style-type: none"> • Each HS earns 200 enrollments per semester. • FV earns dollars/allocation to convert to FV teachers or pay GAVS tuition depending on enrollments. ♦ Supplemental allocation: <ul style="list-style-type: none"> • One teacher is earned for every 160 enrollments beyond base allocation. • High Schools that exceed 200 enrollments per semester are charged the equivalent of one average teacher for allotments up to 499 enrollments. • High schools are charged the equivalent of two average teachers for allotments above 499.

Enrollments beyond school allocations that schools must pay back are calculated at the rate below per enrollment, per semester.

Enrollment between 201-499

- ❖ Charge = $[1/320(\text{avg. teacher salary} - \text{average paraprofessional})] * \text{Enrollment}$

Enrollment beyond 499

- ❖ Charge = $[2(1/320(\text{avg. teacher salary} - \text{average paraprofessional}))] * \text{Enrollment}$

ADDITIONAL PROGRAMS

College and Career Campus:

The following allocations have been developed to provide an adequate funding model to serve the College Career Campus as approved by the Board.

Personnel	Allocation
Coordinator*	*1.00
PA III	1.00
Administrative Assistant	1.00
Career and Technical Intervention (Instructor)	1.00
Career and Technical Education (Teachers)	9.00
School Counselor	1.00
Clinic Assistant	1.00

*The coordinator's position will be placed in the Central office district budget.

Magnet Programs: (3DE, CTAE, IB, STEAM, STEM and VPA)

FTE Per Magnet		
Elementary	Middle	High
1.00 Teacher	.50 School Coordinator	*3.00 Teachers 1.00 School Coordinator
Magnet Supplement		

*HS with a second magnet program will receive 2.00 additional teacher FTE for their second magnet or the equivalent total FTE allocation from the previous year as to not exceed the 2024-2025 total FTE earning.

First-Time Magnets without Certification gets one year of planning before earning FTE allocation.

Non-Personnel	
Year	Amount
New	\$15,000
Existing	\$30,000
Certified	\$45,000

ADDITIONAL PROGRAMS

In School Academies (ISA):

Provides overaged/under-credit students access to a thriving supportive learning environment aimed at providing extensive support needed to graduate high school. Additional support around social skills building and college and career support is provided to each student. Students are supported by:

Personnel	Allocation
Core Class Teachers (Math, Science, Social Studies, Language Arts, etc.)	2.00
Non-Personnel	Allocation
ISA Funds	\$20,000

S.A.F.E. Centers:

S.A.F.E (Student and Family Engagement) Centers follow a community school model that is both a physical space and a set of partnerships between the education system, nonprofit sector, and local government agencies.

Personnel	Allocation
School Social Worker	1.00
Administrative Assistant	1.00
Non-Personnel	
Funding may be allocated from the general fund or other funding sources.	

While the specific programs and services vary according to local context, there are four key pillars of the community school approach.

1. **Integrated student support:** Includes mental and physical health care, nutrition support, housing assistance, and other wraparound services.
2. **Expanded and enriched learning time:** Includes lengthening the school day and year, as well as enriching the curriculum through real-world learning opportunities.
3. **Active family and community engagement:** Includes both service provision and meaningful partnership with parents and family members to support children's learning.
4. **Collaborative leadership and practices:** Includes coordination of community school services as well as site-based leadership teams and teacher learning communities.

SPECIAL EDUCATION ALLOCATION

The chart below represents the GADOE Funding and Class Size Models. As a Charter School System, Fulton County Schools reserves the right to request a waiver on the Original Maximum Individual Class Size, and as such, Fulton County Schools has been granted a three-student Max waiver (add 3 to class sizes below).

Class Group/Exception Program	Funding Class Size	Original Maximum Individual Class Size		Exception to Maximum 2 Segments Per Day Per Teacher with Paraprofessional
		* w/o para	** w/ para	
1. Group I				
(i) S/L-SC	8	11	15	+1
(ii) LD-SC	8	12	16	+1
2. Group II				
(i) MID-SC	6.5	10	13	+1
(ii) MID-R	6.5	10	13	+1
3. Group III				
(i) SID-SC	5	NA	7	+1
(ii) D/HH-SC	5	6	8	+1
(iii) S/L-R	5	7	NA	NA
(iv) BD-R	5	7	10	+1
(v) LD-R	5	8	10	+1
(vi) BD-SC	5	8	11	+1
(vii) MOID-SC	5	NA	11	+1
(viii) OI-SC	5	NA	11	0
4. Group IV				
(i) D/HH-R	3	3	4	+1
(ii) VI-R	3	3	4	+1
(iii) OI-R	3	4	5	+1
(iv) VI(DB)-SC	3	NA	6	+1
(v) PID-SC	3	NA	6	0

Autism (AU), Other Health Impaired (OHI), Significantly Developmentally Delayed (SDD), and Traumatic Brain Injury (TBI) students are “served through” other designations, since there is no state maximum class size established. School staff indicate if the student is OHI/EBD, OHI/MID, or OHI/SLD, etc.

For initial allocation of Interrelated Resource (IRR) staff serving inclusive or resource/small group placements for students falling in categories I-IV, one teacher is given per 40 student segments served in a day. This formula assumes a class size of 8 students per teacher with one segment allowed for planning.

PARTNERSHIP FOR ACADEMICS AND THERAPEUTICS BETWEEN HOME AND SCHOOL (PATHS)

The program provides comprehensive educational, therapeutic, and behavioral support services to students with disabilities who exhibit intense social, emotional, and/or behavioral challenges with a severity, frequency, or duration that requires a specialized level of support. This program serves as an option available to students within the continuum of services required by IDEA and often provides services that prevent students from requiring residential or more restrictive placements.

IST ALLOCATION FORMULA

IST allocations are assigned to schools using a weighted formula that evaluates five criteria to determine the level of support required: current number of IEPs in the building, number of initial evaluations completed in the previous year, number of reevaluations completed in the previous year, number of GAA portfolios, and the number of SEC program classes in the building. Each criterion is assigned a point value based on the school's data. The total point value (score) for each of the five criteria determines the allocation assigned to each school.

# IEPs (Initial & Annual Reviews)	INITIAL EVALUATIONS	RE- EVALUATIONS	PROGRAM WEIGHT	IST ALLOCATION
1 = <50 2 = 51-100	1 = <12 2 = 12-17	1 = <10 2 = 10-19	1 = IRR Only	Score = 0-6 = .50
3 = 101-150	3 = 18-23	3 = 20-29	3 = IRR and 1-5 Self- contained classes*	7-17 = 1.00
4 = 151-200 5 = 201-250	4 = 24-29 5 = 30-34	4 = 30-39 5 = 40-49		18-20 = 1.50
6 = > 250	6 = >35	6 = >50	6 = IRR and 6+ self- contained classes*	21+ = 2.00

*Includes PSE and GNETS classes

UNIQUE LEARNING



OPEN CAMPUS STAFFING ALLOCATIONS

The following allocations have been developed to provide an adequate funding model to serve the alternative/open campus program as approved by the Board. No other schools or centers will receive the funding structure as shown below unless such a school is designated as an alternative/open campus as recommended by Curriculum and Instruction and approved by the Board. These allocations will not be adjusted if they stay within an acceptable range as shown below:

Category	Allocation
	Independence HS
General Education Teachers (Including at least 1 Health/PE teacher)	10.00
Administrative Personnel	1.00
Counselors	1.00
MTSS/504 Support Specialist	1.00
Data Clerk	1.00
Bookkeeper	1.00
PA/II Front Office	1.00
Technology Specialist	1.00
Building Custodian	4.00
Clinic Assistant	1.00
Special Education – Teacher	1.00
School Police Officer	1.00
Per Pupil Allocation	\$130

FULTON VIRTUAL SCHOOL

The virtual school follows the traditional school allocation model plus the allocations listed below:

Grades / Subjects	Class Size
Grades 3	30
Support Staff	
Personnel	Allocation
Instructional Coach (Math)	1.00
Instructional Coach (ELA)	1.00

STEAM/STEM CAMPUSES

These campuses follow the traditional school allocation model plus the allocations listed below:

Personnel	Allocation
General Teachers	3.00
Coordinator	1.00
Non-Personnel	Allocation
Per pupil allocation	\$130.00

MIDDLE COLLEGE CAMPUSES

These campuses follow the traditional school allocation model plus the allocations listed below:

Personnel	Allocation
General Teachers	3.00
Coordinator	1.00
Non-Personnel	Allocation
Per pupil allocation	\$130.00

Support Staff	
Personnel	Allocation
Assistant Principal	1.00
Administrative Assistant	1.00
Counselor	1.00
School Police Officer	Based on need

GLOSSARY

A

AD	Athletic Director
Americans with Disabilities Act Amendments Act of 2008 (ADAAA)	A federal law, codified at 42 U.S.C. § 12101, et seq., that was enacted to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.
AU	Autism
AVID	Advancement Via Individual Determination is a college readiness program that requires the teacher to split their time teaching courses and coordinating the program.

B

BD-R	Behavior Disorders Resource
BD-SC	Behavior Disorders Self Contained
Bottom-Up	

C

CAO	Chief Academic Officer
CFO	Chief Financial Officer
COO	Chief Operating Officer
CSA	Campus Security Associate
CST	Curriculum Support Teacher
CTAE	Career, Technical and Agricultural Education
CTI	Career Technology Intervention

D

D/HH-R	Deaf/Hard of Hearing Resource
D/HH-SC	Deaf/Hard of Hearing Self Contained

E

EIP	Education Instruction Plan
ELA	English Language Arts
ES	Elementary School
ESOL	English for Speakers of Other Languages
ESSA	Every Student Succeeds Act of 2015

F

Family Educational Rights and Privacy Act (FERPA)	The Family Educational Rights and Privacy Act 20 USC §1232(g).
4-Serve Model	Gifted services for MS and HS are offered through the Advanced Content model where they may be served in up to 4 areas: English Language Arts (ELA), Math, Science and Social Studies. This is not a pull-out program, but rather in lieu of a regular education content area class.
Full-time Equivalent (FTE)	A student count consisting of six state funded segments per student authorized under O.C.G.A. §20 2 161.
FVP	Fulton Virtual Program

G

GaDOE	Georgia Department of Education
GHSA	Georgia High School Association

GLOSSARY

G

GNETS Georgia Network for Educational and Therapeutic Support.

H

HS High School

I

IB International Baccalaureate

**IDEA -
Individuals with
Disabilities
Education Act** The federal law, codified at 20 U.S.C. §1400, et seq., that was enacted to ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living; to ensure that the rights of students with disabilities and their parents are protected; to assist states, localities, educational service agencies, and federal agencies to provide for the education of students with disabilities; and to assess and ensure the effectiveness of efforts to educate students with disabilities.

IDT Interdisciplinary Teacher (ELA, Math, Science, Social Studies)

**IEP -
Individualized
Education
Program** A written statement for each student with a disability that is developed, reviewed, and revised in accordance with Individuals with Disabilities Education Act, 20 U.S.C. §1414(d).

IRR Interrelated Resource

ISA In-School Academy

ISS In-School Suspension

GLOSSARY

I

IST Instructional Support Teacher

J

JROTC Junior Reserve Officer Training Corps

K

KSE SC Kindergarten Special Education Self Contained

L

LEAP Learning, Engagement and Assistance Program

LD Learning Disability

LD-R Learning Disability Resource

LD-SC Learning Disabled Self-contained

M

MID-R Mild Intellectual Disability Resource

MID-SC Mild Intellectual Disability Self-contained

MOID-SC Moderate Intellectual Disability Self Contained

MS Middle School

MTSS Multi-Tiered System of Supports

O

OI Orthopedically Impairment

GLOSSARY

O

OI-R	Orthopedically Impairment Resource
OI-SC	Orthopedically Impairment Self-contained

P

PA III	Professional Assistant III
Para	Para-Professional
Parent	A biological parent, legal guardian, custodian, or other person with legal authority to act on behalf of a child.
PATHS	Partnership for Academics and Therapeutics between Home and School
PE	Physical Education
PID-SC	Profound Intellectual Disability Self Contained
PSE-SC	Pre-K Special Education Self Contained
PYP	Primary Years Program

Q

Quality Basic Education Formula (QBE Formula)	The State of Georgia funding formula is used for determining the amount of state education funds a school district earns annually as described in O.C.G.A. §20-2-161.
--	---

R

3DE	Re-Engineering Education
REP	Remedial Education Program

GLOSSARY

S

SACS	Southern Association for Colleges and Schools
S.A.F.E Centers	Student and Family Engagement Centers
SC	Self-Contained
SDD	Significantly Developmentally Delayed
SEAT	Student Enrollment Adjustment Time
SEC	Services for Exceptional Children
SEC S/BSP	SEC Specialized Behavior Support Program (GNETS)
SID-SC	Severe Intellectual Disability Self Contained
S/L-R	Speech and Language Resource
S/L-SC	Speech & Language Self Contained
STEAM	Science, Technology, Engineering, Arts and Math
STEM	Science, Technology, Engineering and Math

T

TAG	Talented and Gifted
TBI	Traumatic Brain Injury

V

VI	Visual Impairment
VI (DB) SC	Visual Impairment Deaf/Blind Self Contained
VI-R	Visual Impairment Resource
VPA	Visual and Performing Arts