FY2027
School Allotment Guidelines



(Component of the Funding Model)

Provided by: Financial Services Division
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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. 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 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 school districts use Title I funds to supplement, not supplant, other funding sources for student education. To meet comparability requirements, a district must provide services in its Title I schools that are at least equivalent to those in its non-Title I schools.

Fulton County Schools follows a transparent and inclusive budget development process to ensure consistency across all schools. All allotment formulas are applied uniformly to traditional schools, regardless of their Title I status.

Consolidation of Funds:

Consolidating funds enables schoolwide program schools to design and implement comprehensive plans that enhance educational outcomes, based on identified needs from data and assessments. In Fulton, Title I, Part A funds are consolidated with state and local school allotments to support these efforts.

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.

K-5 LEAP (Learning, Engagement, and Assistant Program):

To provide intense behavioral intervention and instruction to elementary-level students in a small and highly structured school program environment. The elementary schools that house the program will be funded to support K-5 LEAP staff and program (please refer to page 31 for allocations).

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 37.

Middle College Campuses:

Middle College is an innovative high school model that offers a learning experience and collaboration between Fulton County Schools (FCS) and a postsecondary institution. Students engage in a blended curriculum of high school and college courses, enabling them to earn an accelerated career diploma upon graduation. Funding for these schools will follow the general allocation model outlined in this guideline, with additional allocations detailed on page 37.

BUDGET BASICS

Carry-over Funds:

Schools may carry over up to 5.0% of their FY2027 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 28 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 Funding
Regular Kindergarten w/Paraprofessional	22
Regular Grades 1-3	23
Grades 4-5	30
Grades 6-8	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

TEACHER ALLOCATIONS

MIDDLE SCHOOLS

Pupil/General Ed. Classroom Teacher Ratios:

Grades 6-8 General Education Teachers 30 to 1

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

Connections Unit Allocations:

Connections teacher allocation needs to include 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 ÷ 30 = Connection Allocation (rounded up to nearest whole)

TEACHER ALLOCATIONS

HIGH SCHOOLS

Pupil/General Ed. Classroom Teacher Ratios:

Grades 9-12: 32 to 1

Teachers (rounded to the nearest .50) = Total general education enrollment X 6, ÷ 5, then ÷ 32.

For every TAG teacher FTE beyond 3.00, General Education FTE will be reduced by .40.

Example: School earns 7.40 TAG teachers, minus 3.00 TAG teachers = 4.40
4.40 x .40 = 1.76 (rounded to the nearest .20) = 1.80 reduction
55.50 general education teachers (before adjustment) – 1.80 reduction = 53.70
53.70 general education teachers (after TAG adjustment)

High School general education total teacher allocation will be decreased by one teacher to add an Athletic Director (AD) position. (Only high schools that offer a Georgia High School Association (GHSA) program). Schools without attendance zones will not receive this adjustment.

Zone Superintendents and Principals should closely monitor the enrollment changes and the master schedule for each high school to adjust the high school 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 - 350 = 0.00 351 – 800 = 1.00 801+ = 2.00	1 – 350 = 1.00 351 – 800 = 2.00 801+ = 3.00	1 – 800 = 2.00 801 – 1499 = 3.00 1500+ = 4.00
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
PA III	1 per school	1 per school	1 per school (flexible)
Registrar			1 per school
School Nurse			1 per school
School Police		1 per school	2 per school

SUPPORT STAFF — FLEXIBLE

Position	Elementary			Middle			High		
Counselor	1 - 999 1000+	= =	1.00 2.00	1 – 450 451 – 900 901 – 1350 1351 – 1800 1801+	= = = = =	1.00 2.00 3.00 4.00 5.00	1 – 325 326 – 649 650 – 974 975 – 1299 1300 – 1624 1625 – 1949 1950 – 2274 2275 – 2599 2600 – 2924 2925+	= = = = = = = = = =	1.00 2.00 3.00 4.00 5.00 6.00 7.00 8.00 9.00 10.00
Counselor Clerk				1 per school					
ISS				1 non-certified			1 non-certified		
PAII/ 190 day	1 – 799 800 – 1199 1200 – 1599 1600 - 1999	= = = =	1.00 2.00 3.00 4.00	1 – 999 1000 – 1199 1200 – 1699 1700 - 2199	= = = =	1.00 2.00 3.00 4.00	1 – 999 1000 – 1649 1650 – 2299 2300 – 2949 2950 – 3599 3600 - 4299	= = = = = =	2.00 3.00 4.00 5.00 6.00 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). ***Add five .20 allocations for support teachers (FAST)***	
AVID Teachers (MS/HS)	Less than 100 students	.50 AVID Teacher
	100+ students	1.00 AVID Teacher
Career, Technical & Agricultural Education Teachers (ES)	1 per zone	
Career, Technical & Agricultural Education Teachers (HS)	[(October CTAE FTE ÷ 33) rounded to .20] + 1.00, if Work Based Learning (WBL) enrollment ≥ 75 District: up to 5.00 held allocations	

SPECIAL PROGRAMS - PERSONNEL

NON-FLEXIBLE

Program	Allotment Formula		
Career Technology Intervention (CTI) Teachers and Paras (HS)	**# of CTI Students**	**# of CTI Teachers**	**# of CTI Paras**
	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
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 the sum of LEP Y + LEP M count, % of System ELs, and impacts of:** • EL Waived • Pending • Scheduled Segments • Center School Status		

SPECIAL PROGRAMS - PERSONNEL

NON-FLEXIBLE

Program	Allotment Formula	
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). ***Add five .20 allocations for support teachers (FAST)***	
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 33.	
JROTC Instructors (HS)	Less than 150 students	1.00 Officer and 1.00 NCO
	150 – 250 students	1.00 Officer and 2.00 NCOs
	251 – 350 students	1.00 Officer and 3.00 NCOs
	351 – 450 students	1.00 Officer and 4.00 NCOs
	The Block schedule will use actual enrollment for 1st semester with projected enrollment for 2nd semester and divide by two to determine staffing.	

SPECIAL PROGRAMS - PERSONNEL

NON-FLEXIBLE 

Program	Allotment Formula		
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	
	5 or more SC	.20 Teachers per day (the teacher is at the school)	
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	
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.
	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. An additional .20 allocation may be earned if: (Grades 4 & 5 total enrollment) / (Grades 4 & 5 total # of classes) *2 > 57 ***Physical Education add five .20 allocation for support teachers (PEST)***		

SPECIAL PROGRAMS - PERSONNEL

NON-FLEXIBLE

Program	Allotment Formula	
Reading and Advanced Reading/World Language (MS)	(Percentage of students who met the GMAS Reading Indicator x Total Enrollment divided by 150), rounded up to the nearest .20 **Plus** (Percentage of students who did not meet the GMAS Reading Indicator X Total Enrollment divided by 115), rounded up to the nearest .20 **Minus** (Number of English Learners who receive ESOL services (EL-Y) ÷ by 115), rounded down to the nearest .20	
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 32	
TAG and Lead TAG Teachers (All)	K-5	Minimum of 1.00 TAG teacher per school
	6-8	Minimum of 1.00 TAG teacher per school ((Spring FTE + (2 x Fall FTE))/3)/23 Round to the nearest .20
	9-12	Minimum of 1.00 TAG teacher per school Step 1: ((Spring FTE + (2 x Fall FTE))/3)/23 Round to the nearest .20
	TAG Career Interns	3.00

SPECIAL PROGRAMS - PERSONNEL

NON-FLEXIBLE 

Program	Allotment Formula
World Languages (HS)	High schools are awarded a .5 allotment annually for meeting each of the following four criteria: 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. The maximum that a school can earn is 2.0 if all four criteria are met.

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 Funds (ES)	**ES Program**	**Allotment Formula**
	Agricultural Science	$ 4,000
	Career Exploration	$ 1,500
	Construction	$ 5,000
Career, Technical & Agricultural Education Programs Funds (MS)	**MS Program**	**Allotment Formula**
	Agricultural Science	$ 4,000
	Audio, Video, Technology & Film	$ 3,000
	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

SPECIAL PROGRAMS – NON-PERSONNEL

NON-FLEXIBLE

Program	Allotment Formula		
Career, Technical & Agricultural Education Programs Funds (HS)	**HS Program**	***Medium Enrollment**	**Large Enrollment (150+)**
	Agriculture Science	$ 6,000	$ 7,000
	Audio, Video, Technology and Film	$ 3,600	$ 6,000
	Automotive	$ 3,500	$ 5,000
	Construction & Welding	$ 8,000	$ 10,000
	Cosmetology	$ 4,150	$ 6,000
	Culinary Arts	$ 9,500	$ 12,000
	Engineering	$ 5,800	$ 7,000
	Family and Consumer Science	$ 4,500	$ 6,000
	Graphic Design	$ 4,000	$ 5,000
	Healthcare Science	$ 4,000	$ 6,000
	Law and Justice	$ 3,500	$ 5,000
	Manufacturing & Logistics	$ 3,600	$ 6,000
	Young Farmer	$ 4,000	$ 4,000
	Accelerated Career Diploma Program (TCC Partner)	$ 7,000	
ESOL Funds (ES)	**Elementary schools earn ESOL funds based on two data collection categories**:		
	1. EL-Y + EL ½ ÷ enrollment = $30,000 if total is 20%		
	2. The LEP-Y/School Population = ESOL % of families that speak a language other than English.		
	30 – 39%	=	$ 30,000
	40 – 59%	=	$ 50,000
	60%+	=	$ 100,000
	EL = English Learner; LEP Y = Limited English Proficiency Yes		
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
	HS	Copier Lease, Clerical Overtime, Cell Phones, and Security Funds
Flex Position	ES	Average Teacher Salary
	HS	.50 Average Graduation Coach 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)	$120 per student	
Professional Day	# of teachers x sub pay x 2 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	♦ **Base Allocation: (30.00 Teachers equivalent)** • Each HS earns 200 enrollments per semester. • FV earns dollars/allocation to convert to FV teachers or pay GAVS tuition depending on enrollments.

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

Enrollment beyond 201

❖ Charge = [1/320(avg. teacher salary – average paraprofessional)] *Enrollment

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
Career and Technical Intervention (Instructor)	1.00
Career and Technical Education (Teachers)	6.00
School Counselor	1.00
Clinic Assistant	1.00

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 and ELA)	2.00
Non-Personnel	**Allocation**
ISA Funds	$15,000

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.

ADDITIONAL PROGRAMS

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		

First-Time Magnets without Certification get one year of planning before earning FTE allocations.

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

*High schools offering a secondary 3DE magnet program will be allocated 2.00 additional teacher FTEs to support the second magnet. Non-personnel funding for these schools will follow the chart above. Funding for 3DE magnets is reimbursed through a grant.

All other secondary magnet programs will receive 1.00 additional teacher FTE and $30,000 in non-personnel funding.

Magnet Sunsetting Rule:

As programs are sunset, either by choice or for failure to meet the performance and/or certification requirements, funding will be reduced each year by $15,000 and by 1.00 FTE allotment. The Magnet Coordinator position will remain in place until the last year. The sunsetting process lasts three years or until no students remain enrolled in the program, whichever comes first.

ADDITIONAL PROGRAMS

Middle College Program:

Personnel	Allocation	
Assistant Principal	1.00	
Teacher	Less than 100 students	.50 Teacher
	100+ students	1.00 Teacher
Per Pupil (students in the program only)	$75.00	

K-5 LEAP (Learning, Engagement and Assistant Program):

Personnel	Allocation	Supplement per FTE
Coordinator	1.00	$ 8,500
Behavior Program Interventionist	1.00	$ 7,000
SEC Teacher	.50	$ 7,000
*Teacher	3.50	$ 7,000
Health and PE Teacher	.50	$ 5,000
*Para - Registered Behavior Tech	5.00	$ 3,500
Non-Personnel	$15,000	

**FTE allocation based on enrollment*

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 * w/o para	** w/ para	Exception to Maximum 2 Segments Per Day Per Teacher with Paraprofessional
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 Brian 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



VIRTUAL SCHOOL

The virtual school allocation model is as follows:

Grades	Class Size Funding
9-12 Grades	32

Personnel	Allocation
Principal	1.00
Assistant Principal	1.00
Counselor	1.00
Instructional Coach (ELA)	1.00
Teachers	Based on enrollment
Professional Assistant III	1.00
School Data Clerk	1.00
Special Programs	Based on Special Program Allotment
Per Pupil Allocation	$120
Base Allocation	Copier Lease, Clerical Overtime and Cell Phones

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
Per pupil allocation	$ 75.00

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
Per pupil allocation	$75.00

Support Staff	
Personnel	**Allocation**
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

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

GLOSSARY

D

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

E

EIP	Education Instruction Plan
EL	English Learner
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

GLOSSARY

G

GaDOE	Georgia Department of Education
GHSA	Georgia High School Association
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 Assistant Program
LEP Y	Limited English Proficiency Yes (Qualify for ESOL Services)
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

GLOSSARY

O

OI	Orthopedically Impairment
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