



# Guide to School Budgets

This guide serves as a resource for principals, School Advisory Councils, teachers, parents, community leaders and Assistant Superintendents as they collaboratively develop their school budgets for the coming academic year.

**SDP Office of Management and Budget**

April 2013

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## THE SCHOOL DISTRICT OF PHILADELPHIA

**GUIDE TO SCHOOL BUDGETS****PREPARING FOR SCHOOL YEAR 2013-14****TABLE OF CONTENTS**

<a href="#"><u>FY14 SUMMARY OF SCHOOL BUDGET ALLOCATIONS SUMMARY</u></a>	<a href="#"><u>4</u></a>
INTRODUCTION TO SCHOOL BUDGETS	5
I. School-Based Resource Allocation Decisions	8
1. Regular Education Teachers and Prep Teachers	8
2. Operating Budget Allotment	9
3. Title I (A)	9
4. Special Education – Learning Support	12
5. English as a Second Language (ESL) Teachers and Bilingual Teachers	13
6. School Improvement Funds	17
II. CENTRAL RESOURCE ALLOCATION DECISIONS	19
1. 504 Accommodation	19
2. Kindergarten Teachers	19
3. Split Grade Allocation	20
4. Special Education – High Incidence and Low Incidence Programs	20
5. English Language Learner (ELL) Support – Bilingual Counseling Assistants	23
6. Career and Technical Education - Perkins Grant	23
7. School Age Parents – ELECT Program (Grants)	25
8. School Nurses	25
9. School Police Officers	26
10. Facilities/Custodial	27
11. Food Services	27

APPENDICES	28
Appendix A: School Budget Development Timelines	29
Appendix B: Legal and Contractual Mandates with Budgetary Implications	30
Appendix C: FY13-14 Average Salaries	32
Appendix D: FY13-14 Schedule of Hourly Rates	35
Appendix E: FY13-14 Grant Funds in School Budgets	36
Appendix F: Title I, Part A (Title I) Guidelines	39
Appendix G: Federal Budget Addendum	47
Appendix H: Tips for Using the Staffing Management System (SMS)	62
Appendix I: Contact Information	68

### FY14 SUMMARY OF SCHOOL BUDGET ALLOCATIONS

The FY14 Operating budget allocation will include funding for a 12 month Principal and contractually required Teachers and Prep Teachers (based on projected enrollment). Below is the list of allotments and/or allocations and its current status without additional revenue. Allocations and/or allotments will not be in SMS if the funding is "eliminated".

	Type of Allotment/Allocation	FY14 Status
1	Enrollment Driven Teacher & Prep Allocation	Funded
2	Kindergarten Teachers	Funded
3	<b>SCHOOL BASED ALLOTMENT</b>	
4	<b><u>Non-Teacher Legal/ Contractual</u></b>	
5	Extra-Curricular Allotment	Eliminated
6	Principals (12 mos.) - 1 @ each school	Funded
7	Counselors (10 mos.) - 1 @ each school	Eliminated
8	Librarians - 1 @ each school	Eliminated
9	\$100 Tchr Allotment	Eliminated
10	<b><u>Academic Guidance</u></b>	
11	Additional Counselors - FTE & \$	Eliminated
12	<b><u>Operational Requirements</u></b>	
13	Assistant Principals (12 mos.)	Eliminated
14	Office Staff	Eliminated
15	Non-Instructional Staff	Eliminated
16	Books + Supplies	Eliminated
17	Summer Reorganization	Eliminated
18	Non-contractual EC	Eliminated
19	Release Time	Eliminated
20	<b><u>Central Allocations</u></b>	
21	ESOL/Bilingual Itinerant	Funded
22	Nurses	Funded
23	504 Accommodations to Staff	Funded
24	School Police	Funded
25	Bilingual Counseling Assistants	Funded
26	Special Ed High Incidence	Funded
27	Special Ed Low Incidence (incl. Prep)	Funded
28	Itinerant Music	Eliminated
29	Gifted Support	Eliminated
30	Desegregation Support	Eliminated
31	Vocational Education Training	Eliminated
32	Annex, Overcrowding	Eliminated
33	Promise Academies - add'l FTE and PD allocation	Eliminated
34	Accelerated Learning	Eliminated
35	School Age Parents	Eliminated
36	In-School Suspension	Eliminated

## Introduction to School Budgets

### The Role of School-Based Decision-Making and Central Allocations in Creating School Budgets

This Guide to School Budgets is intended to provide principals and School Advisory Councils (SAC) with useful information about each of the resources that are a part of their schools' budgets.

The Guide will explain how allotments of positions and dollars are determined for each school, and what latitude schools have to make decisions about how these resources are used. This document distinguishes between two major school budget categories: resources that are provided to schools, which they then make decisions about how to budget and use; and resources whose use and allocation is budgeted centrally, even though the resources are deployed in schools.

The major budget components in each of these categories are listed below and explained in more detail in the next two sections of this document.

#### I. School-Based Resource Allocations:

1. Regular Education Teacher and Prep Teachers
2. Operating Budget Allotment
3. Title I (A)
4. Special Education – Learning Support
5. English as a Second Language (ESL) Teachers
6. School Improvement Funds

For the categories listed above, the SDP Office of Management and Budget (OMB), the Office of Grant Fiscal Services (GFS), and the School District's central academic offices determine the amount of funding available to each school, and the school then decides what staff positions, services, or supplies to purchase with those funds, consistent with the Academic Guidance provided by the Superintendent and the Associate Superintendents. Schools have varying degrees of freedom in making choices, depending on the funding category.

#### II. Centrally Allocated Resources:

1. Annex, 504 Accommodation
2. Kindergarten Teachers
3. Split Grade Allocations
4. School-Based Social Services
5. Special Education – Emotional Support and Low Incidence
6. English Language Learner Support – Bilingual Counselor Assistants
7. Career and Technical Education – Perkins Grant
8. School Age Parents – ELECT Program
9. School Nurses
10. School Police Officers
11. Safe Schools / Violence Prevention
12. Facilities/ Custodial
13. Food Services

For the categories listed above, various School District of Philadelphia (SDP) program offices determine the level of resources that can be allocated to each school. Schools do not have a role in allocating these resources but they may, in some cases, augment the centrally allocated resources using their own funding sources.

The school-based and centrally allocated resources described in this Guide represent most of the dollars allocated in school budgets. Some schools may receive additional allotments from more specialized sources, and/or may be recipients of grants and gifts not generally available to all schools. In general, those other sources contribute a relatively small amount to each school's total budget.

Please contact SDP Office of Management and Budget (OMB) or the Office of Grant Fiscal Services with any questions you may have about resources not described here (an OMB and GFS contact list is included in the Appendices to this Guide).

### **Working with Different Funding Sources**

The School District receives funding from local school taxes authorized by the City of Philadelphia and also from grants provided to the District by the Commonwealth of Pennsylvania and the Federal Government. Some of the District's funding sources are highly flexible and can be used by the District for any legitimate purpose that advances the District's educational mission. Other funding sources are provided for very specific purposes and have a great number of restrictions placed on their use.

The two major funding categories in school budgets are as follows:

- **Operating Funds** are funds that can be used by schools for a variety of purposes and are basically "unrestricted." These include:
  - Operating Budget Allotment
- **Categorical Funds** are grant funds that have restrictions placed on their use by the grantor, e.g.:
  - Title I (A)
  - IDEA (Individuals with Disabilities Education Act)

**Planning for Your School's Operating Budget**

Schools' Operating Budgets must be used to pay for some positions and items that are required by law and by collective bargaining agreements. In addition, academic policy guidance spells out some elements that should be included in each school's budget, Comprehensive Plan, and Federal Budget Addendum

See the "SDP Legal and Contractual Mandates with Budgetary Implications" and "Academic Guidance for the 2013-2014 School Budget Process" documents found in the Appendices to this Guide for more information.

After legal requirements are met and academic priorities addressed, remaining funds may be used at each school's discretion, consistent with the plans spelled out in the Comprehensive Plan and Federal Budget Addendum.

**Using the Comprehensive Plan to Build the School Budget**

Each Comprehensive Plan should guide the allocation of discretionary dollars in that school's budget. Each High Priority Challenge and associated Action Steps set forth in the Comprehensive Plan should be incorporated into and provided for in that school's budget and in the Federal Budget Addendum.



## I. School-Based Resource Allocation Decisions

### 1. Regular Education Teachers and Prep Teachers

The largest single allotment in every school budget is the Regular Education Teacher Allotment, i.e., the number of regular education teachers allocated to each school.

**Office Responsible for Allocating the Resource:**

Office of School Resource Support

**Funding Source:**

Operating budget

**How the Amount is Determined:**

The Office of School Resource Support (SRS) develops enrollment projections for each school based on multi-year enrollment trends, feeder patterns, and other information – such as demographic data, or information about non-District school closings – about factors that are likely to result in enrollment changes. SRS then uses formulas to estimate the number of teachers that will be needed for the projected number of students.

Elementary schools receive regular teacher allotments in two steps. First, SRS allocates teachers to meet the maximum class size requirements of the District's collective bargaining agreements, based on enrollment projections. This process is summarized in the table below.

Grades	Max. Class Sizes
K	30
1	30
2-3	30
4-8	33

Elementary schools also receive additional teachers to cover preparation time periods, as required by collective bargaining agreements. Each elementary school teacher shall receive not less than 225 minutes of preparation time per week in addition to recess and lunch periods. Elementary schools may trade some of the teachers allotted for preparation time coverage by using other staff, such as Librarians, Counselors and Reading Teachers, to cover preparation time. Schools may need to budget for additional preparation time to cover common planning time or the purchase of additional teachers.

For middle schools, high schools, and Career and Technical Education (CTE) Schools, SRS determines teacher allotments using formulas that are designed to accommodate preparation time requirements; greater rostering complexity; and staffing economies of scale that are possible at larger schools. Preparation time requirements for middle school teachers are 360 minutes per week for advisors and 270 minutes per week for non-advisors. High school teachers receive 225 minutes of preparation time each week. The ratios below are used to calculate the number of teachers that are budgeted to result in maximum class sizes of no more than 33, as required under the District's collective bargaining agreements.

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**Middle and High School Teacher Allotment Ratios**

<b>School Level/ Type</b>	<b>School Size Bracket</b>	<b>Teacher Formula</b>	<b>Max Class Size</b>
Middle	N/A	Enrollment/ 22.5	33
High	First 700 students	Enrollment/ 24	33
High	Over 700 students	Enrollment/ 26	33
CTE	First 700 students	Enrollment/ 19.9	33
CTE	Over 700 students	Enrollment/ 22.9	33

You must allocate enough teachers to meet the contractual class size requirements. If you have additional resources available after you meet those requirements, you must fund a Guidance Counselor per the contractual agreement. If funding is still available after that, you may use the additional funding at best meet the needs of your school.

In mid-October of each school year, through a process called “leveling,” the enrollment projections on which the spring teacher allotments were based are compared with actual enrollment levels. Teachers then may be added to or removed from, schools in order to better match staffing levels to the size of the actual student population.

## **2. Operating Budget Allotment**

### **Funding Source:**

Operating budget

### **How the Amount Is Determined:**

FY13-14 allotment includes funding only for a Principal (12 mos.) position.

#### **a. Legal/Contractual<sup>1</sup>**

- 1. Principals:** Pennsylvania law requires that a Principal perform the duty of evaluating teacher performance at each school.

## **3. Title I (A)**

### **Office Responsible for Allocating the Resource:**

Office of Grants Development and Compliance

### **Funding Source:**

Title I

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<sup>1</sup> Enrollment Teachers are also a Contractual Requirement, but are provided in a separate allotment.

**How the Amount Is Determined:****Note Regarding the Relationship of Title I Funding to the Operating Budget:**

Title I funds, as well as other federal grants with “Supplement Not Supplant” provisions require that schools first have the resources that they need to run a compliant educational program - compliant with state and local regulations, collective bargaining agreements, policies, and procedures - before any federal funds are utilized to *upgrade* or *augment* the instructional programs in the schools. Each school's educational program will have to be evaluated using the guidelines below as the 2013-14 school budget process is initially rolled out and re-evaluated against the educational landscape at the time at which additional Operating dollars, if any, are subsequently allocated to the schools. It is possible that schools will need to revise the initial allocation of their Operating and Title I budgets to ensure compliance.

- Schools must meet the staffing requirements and any other required provisions set forth by the School Reform Commission and any pertinent collective bargaining agreements in force at the time of the start of the 2013-14 school year prior to the addition of supplemental Title I staff.
- Schools must have the basic supplies that they need to operate - office and classroom supplies, including paper, etc. in their Operating budgets in order for dollars to be allocated as “supplemental”. Schools must have purchased a reasonable amount of those items to operate their schools from their Operating budgets before allocating supplemental funds for those purposes which are considered allowable from Title I to be in compliance with Title I guidance and cost principals set forth in OMB Circular A-87.
- Schools need to purchase core curriculum materials with Operating dollars. Each school's core curriculum must be clearly defined and would need to exist in the absence of Title I grant funds. When core curriculum purchases have been made with operating dollars, Title I dollars may be used to provide supplemental materials consistent with the purposes of Title I.

The total amount of Title I grant funds that the District currently plans to allocate to schools in FY14 is \$65,630,000. However, this entire amount will not be allocated in the spring 2013 process. Two calculations are being held back - the \$7.7 million that could potentially be cut from the District Title I grant if sequestration occurs as well as 25% of the \$57,930,000 that would be allocated to schools (post-sequestration). The purpose of reserving 25% in the spring 2013 is to mitigate potential drastic reductions in schools' Title I allocations in the fall when there will be a District-wide reconciliation process to account for significant shifts in enrollment due to school closures. In the fall after the reconciliation, the full \$57,930,000 will be allocated to schools. If sequestration does not occur, the total amount that will be allocated to schools will be \$65,630,000.

The per school allotment of Title I (A) funds is based on the number of poverty children per school, as identified by Temporary Assistance to Needy Families (TANF) / Supplemental Nutrition Assistance Program (SNAP) data and supplemented by statistical estimates.

The allotment per student is calculated employing a tier function applied as follows:

- To establish the tiers, the total number of poverty students was distributed as equally as possible across 5 tiers. If a break was created and there were schools with the same poverty percentage above and below a break, the break had to be shifted so that equal poverty percentages were captured in the same tier.
- The established tiers and their associated per poverty pupil allocations are:

Tier	Per Poverty Pupil Allocation
96.4% - 100%	\$592
94.6% - 96.3%	\$508
90.5% - 94.5%	\$502
84.3% - 90.4%	\$155
40% - 84.2%	\$113

- To calculate each school's total Title I (A) allocation, the Per Poverty Pupil Allocation is multiplied by the number of poverty students as identified by the TANF and the supplemental statistical estimate.

Once the total amount of Title I funding for each school is determined as described above, two pieces of funding must be designated for specific uses:

- **Professional Development:** schools in any level of School Improvement status must use at least 10% of their Title I grant allocation for Title I-eligible professional development. Schools not in any level of School Improvement status must use at least 5% of their Title I grant allocation for professional development. (Warning schools are required to budget 10% for professional development in case they go into School Improvement status in the fall. If a school does not go into School Improvement status in the fall, the school is allowed to revise this set-aside down from 10% to 5%.)
- **Parental Involvement:** schools must use at least 1% of their Title I grant allocation to support Title I-eligible parental involvement activities.

As indicated above, in the spring of 2013, some Title I grant dollars will be held back and not allocated to schools. In the fall, after leveling, there will be a reconciliation process for *all* schools in which the Title I formula will be run again and all Title I dollars will be allocated to schools at that point in time. While the intent is that the reserve will mitigate schools experiencing a reduction during the reconciliation process, it is possible that some schools will lose funds during the reconciliation process.

### Can Be Used For:

The purpose of this grant is to ensure that children have a fair, equal and significant opportunity to obtain a high quality education and reach the State's academic standards, particularly in reading, math and science. Title I purchases are generally to be used for academic supports; funds must be used to enhance the efforts of the District and upgrade the instructional program. Purchases are to be driven by a current needs assessment, and must be both aligned to and written into the Comprehensive Planning Document and the Federal Budget Addendum.

In allocating the Title I grant dollars, schools must ensure that they are creating a *viable* Title I program. Historically, the District defined a viable Title I program as the ability to purchase a supplemental teacher. However, in light of decreased allocations, the District consulted with the U.S. Department of Education and the Division of Federal Programs at the Pennsylvania Department of Education. Both entities define a viable Title I program as a discernible and defined intervention.

That is, a school cannot simply load Title I dollars into books and supplies without defining a specific research-based methodology for improving student achievement.

Important Note: Per Assurance 8 in the Comprehensive Planning Document which reads,

*“At least one action plan incorporates, as appropriate, activities that extend instructional time before school, after school, during the summer, and/or as an extension of the school year,”*

schools must set aside funds to implement increased *instructional* learning time for students, particularly those at risk for failing. Schools with competitive School Improvement Grants (SSIG) must design extended learning opportunities that are available to *all* students.

Purchases with Title I grant funds should also follow several other principles:

- **Necessary:** Do we really need this to move forward our instructional program? Is this the minimum amount that we need to spend to meet the need?
- **Reasonable:** Do we have the capacity to use what we are purchasing? If asked to defend this purchase, would I feel comfortable?
- **Allocable:** Is this purchase in proportion to the value received by the program?

Please see Appendix (F) for more detailed information regarding the use of Title I grant funds.

#### **Cannot Be Used For:**

Title I grant funds may not be used to provide basic requirements or mandated services needed to run an instructional program (known as the “Supplement, not Supplant” principle). Please see Appendix (F) for detailed information regarding the use of Title I grant funds.

## **4. Special Education – Learning Support**

*Note: for more information about Special Education resources in school budgets, please see Central Resource Allocation Decisions, section 5.*

#### **Office Responsible for Allocating the Resource:**

Office of Specialized Services (OSS)

#### **Funding Source:**

Operating budget

#### **How the Amount Is Determined:**

Every student with an IEP must be assigned to a Special Education teacher’s caseload. Each school’s allotment of Learning Support funding is determined by the number of teachers estimated to be needed based on State and Federal regulations:

- Teacher case load: the number of students a teacher can be responsible for, given student need as defined in the Individualized Education Program (IEP):

**FY13-14 Caseloads as Determined by PA State Code, Chapter 14 and the IDEA**

	<b>Itinerant (&lt; 20%)</b>	<b>Supplemental (20% - 80%)</b>	<b>Full-Time (80% +)</b>
Learning Support	50	20	12

<b>Type of Service</b>	% of Time a student receives service from Special Ed personnel
<b>Itinerant</b>	20% or less of the school day
<b>Supplemental</b>	More than 20% but less than 80% of the school day
<b>Full time</b>	80% or more of the school day

- Student age range: teachers are limited to 3-year age span for grades K-8 and a 4 year age span for grades 9-12.

**Must Be Used For:**

Schools may determine how the Learning Support allotment will be used, as long as services are being delivered in compliance with the students' IEPs and state regulations. The use of the allotment is subject to review by the appropriate Special Education Director.

**Can this Allotment Be Supplemented?**

Yes, schools may supplement their Learning Support allotments using discretionary funds.

**Cannot Be Used For:**

The Learning Support allotment may not be used for purposes that do not represent delivery of supports and services as specified in students' IEPs.

**5. English as a Second Language (ESL) Teachers and Bilingual Teachers**

The goal of programming for English Language Learners (ELLs) is to provide ELLs access to a high-quality education that prepares them for college, career and citizenship. ELL programming must provide ELLs with instruction that supports the acquisition of social and academic English proficiency as well as academic content standards.

**Office Responsible for Allocating the Resource:**

Office of Multilingual Curriculum and Programs

**Funding Source:**

Operating budget

**How the Amount Is Determined:**

ESL Teachers and Bilingual Teachers support students who are learning English. Students are assessed annually on English proficiency, which places them into one of five categories, corresponding to service need, as shown below. As students progress in English proficiency, they exit the program, but must be monitored for two years by ELL resources

Grades	Levels 1 & 2 Students	Levels 3 – 5 Students
K	Core Curriculum (ESOL Teacher or Multilingual Manager collaboration with K teacher) and/or ESOL instruction as needed	Core Curriculum – (ESOL Teacher or Multilingual Manager collaboration)
1-6 Literacy 120 Minutes	ESOL Curriculum (National Geographic REACH)	Core Curriculum materials with Differentiated Instruction. (supplemental materials)
7-8 Literacy 120 Minutes	ESOL Curriculum (National Geographic INSIDE)	Core Curriculum materials with Differentiated Instruction
K-8 Enrichment	Explicit Academic Vocabulary, Writing Instruction using the supplemental materials including English Yes, Word Journeys, Step Up To Writing or other school-based selection	Explicit Academic Vocabulary, Writing Instruction using the supplemental materials including English Yes, Word Journeys, Step Up To Writing or other school-based selection

**High Schools**

	Levels 1-3	Level 4
9-12 Literacy	ESOL Curriculum (Visions plus Grammar in Content) supported with supplemental materials	ESOL and Core Curriculum (Visions) supported with supplemental materials
9-12 Enrichment	Emphasis on explicit writing instruction supplemented with Step Up To Writing and other school-based selection	Emphasis on explicit writing supplemented with Step Up To Writing

For High School:

1. Entering 2. Emerging	Approximately 3 periods per day of support
3. Developing	Approximately 2 periods per day of support
4. Expanding 5. Reaching	Approximately 1 period per day of support

For Elementary:

1. Entering 2. Emerging	Approximately 3 periods per day of support
3. Developing	Approximately 2 periods per day of support through both push in and pull out services
4. Expanding 5. Reaching	Approximately 1 period per day of support through both push in and pull-out services

Students in post exit monitoring have their grades reviewed each marking period and for students who appear to be struggling, action plans outlining interventions are developed and progress monitored.

The ESOL Teacher allocation formula starts with calculating what could be called “need-weighted” enrollment using the number of students in each proficiency category:

$$\begin{array}{r}
 100\% \times (\# \text{ of Entering} + \text{Emerging Students}) \\
 + 50\% \times (\# \text{ of Developing Students}) \\
 + 25\% \times (\# \text{ of Expanding} + \text{Bridging} + \text{Reaching} + \text{Other Students}) \\
 \hline
 = \text{Need-Weighted Enrollment}
 \end{array}$$

The result is then divided by a student-teacher ratio of 30:1 to calculate the number of teachers. The teacher allotment is then converted to dollars.

There are a number of reasons that actual teacher allocations may differ from this calculated teacher allocation:

- K-8 grade span: schools with ELL students who are spread across more grades & proficiency levels may have allocations rounded up to the next full position.
- High School: because of the complexities of rostering at high schools, allocations may be rounded up to the next full position.
- Partial positions: calculations resulting in partial position other than .5 may have allocations rounded up or down to the next full position.
- Legal Settlement Terms: schools receive additional teachers if additional service is specified in the terms of an applicable legal settlement.
- Special Education students: teacher allocations are rounded up where warranted by the IEPs of ELLs.
- Minimum number of ELLs: Schools with few ELL students receive no teacher positions. In such cases, Multilingual Managers will work with the students’ families and schools to identify alternatives, such as an ESL program at another school that is appropriate for the student, providing grade/content teachers with professional development around working with and supporting ELLs, and/or up to 10 hours per week of tutoring.
- Other circumstances: rounding up or additional positions may be warranted by a Bilingual program serving heritage language speakers, a Transitional Bilingual Program, or a Newcomer Learning Academy.



**Please note that itinerant ESL teachers will continue to be a centrally allocated resource; they will not be a school-based resource.**

**Must Be Used For:**

The ESL allotment may be used as determined by each school, provided that the service needs of ELLs are being met, and the means of doing so can be demonstrated to the satisfaction of the appropriate Multilingual Manager.

**Tips for the Effective Use of ESL Funds:**

1. Consult assistant superintendent and multilingual manager
2. Follow the PA Basic Education Circular for ELLs – 22 Pa. Code 426  
[http://www.portal.state.pa.us/portal/server.pt/community/basic\\_education\\_circulars/7497](http://www.portal.state.pa.us/portal/server.pt/community/basic_education_circulars/7497)
3. Allocate ESOL teacher positions
4. Provide daily services
5. Provide school-based professional development on research-based ESOL strategies
6. Designate ESOL teacher positions site-selection
7. Designate new staff vacancies bilingual if appropriate depending on school demographics
8. Plan for potential increases or decreases in your ELL enrollment in the fall.
9. Create rosters with consideration to the needs of ESOL students and the ability of ESOL teachers to pull students in order to give students the level of support they need.
10. ELL students at Entering (level one) and Emerging (level two) spend the literacy block with the ESOL teacher in order to receive focused instruction in English language development. The grades 1-8 ESOL curriculum materials are designed to specifically address the needs of levels one and two.
11. Castaneda vs. Pickard court ruling<sup>2</sup> requires educational programming for ELLs to be: 1) based on sound educational research; 2) implemented with adequate commitment and resources; and 3) evaluated and proven to be effective.

**Continuum of Services:**

1. Full-Time ESOL teacher (Human Resources Process-school purchases)
2. Partial day ESOL teacher (Human Resources Process-school purchases)
3. Centrally allocated and assigned tutoring services (Title III)
4. Centrally purchased On-Line ESOL Program (Title III)

**Can this Allotment Be Supplemented?**

Yes, schools may supplement their allotment of ESOL or Bilingual Teachers using their own funds.

**School Based Responsibility for ESOL Materials**

In the past, ESOL core materials were purchased centrally and distributed to schools. This will no longer be the case. Schools are responsible for ensuring that the core materials for ESOL appropriate to the English Language Development level of students are purchased for the students in your building. For guidance on what materials are necessary, please consult your Multilingual Manager. Order forms for materials will be placed on our website.

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<sup>2</sup> <http://www.colorincolorado.org/pdfs/policy/ELL-Policy-Guide.pdf>

## **6. School Improvement Funds**

### **Office Responsible for Allocating the Resource:**

Office of Grants Development and Compliance

### **Funding Source:**

School Improvement funds

### **How the Amount Is Determined:**

Title I School Improvement Funds (1003a) are formula driven grant funds; that is, these grant funds are not competitively awarded. The Pennsylvania Department of Education's (PDE) Division of Federal Programs calculates eligible schools' grant allocations based on formulas in federal regulations. Generally speaking, there is a one-year lag in grant eligibility and funding. Specifically, it is those schools that are in levels of School Improvement in 2012-2013 that generate per school Title I School Improvement Fund grant allocations, and then these same schools receive these funds in 2013-2014.

The PDE Division of Federal Programs utilized the formula below to allocate Title I School Improvement Funds.

- **\$70,403** based on PVAAS Growth Index for 2011-2012 and is above 2 Standard Errors (2SE) in both Reading and Math.
- **\$60,403** based on the PVAAS Growth Index and is between zero and 2SE in both Reading and Math.
- **\$50,403** based on the PVAAS Growth Index and is between zero and below 2SE in at least one subject.
- **\$40,403** based on PVAAS Growth Index and is below 2SE in both Reading and Math.

Schools' Title I School Improvement allocations had to be reduced by three off-the-top set asides that apply to grant funds: indirect costs (1.0264%), audit (1.0025%), and funds set aside to both manage and monitor grants compliance (1.0179%).

### **Must Be Used For:**

Title I School Improvement Funds must be used for those activities that will most directly impact and increase student achievement and bring the school out of School Improvement status. The schools should follow the Title I, Part A guidelines when considering how to allocate Title I School Improvement Funds (please see Appendix (I).) However, Title I School Improvement Funds *do not* have professional development or parental involvement set-asides.

Purchases with Title I School Improvement grant funds should also follow several other principles:

- **Necessary:** Do we really need this to implement our Comprehensive Plan and increase student achievement and/or close the achievement gap? Will this help move our instructional program forward?

- 
- **Reasonable:** Do we have the capacity to use what we are purchasing in the current fiscal year (13-14)? If asked to defend this purchase, would I feel comfortable?
  - **Allocable:** Is this purchase in proportion to the value received by the program?
  - **Supplement not supplant** – If items purchased with these grant funds were removed from the building, would there still be an educational program compliant with all mandates?

*Note:* While Title I School Improvement Funds should be allocated using the same parameters as Title I, Part A funds, there is one exception. School Improvement Support Liaisons (SISLs) are an allowable expenditure for Title I School Improvement Funds. SISLs are *not* allowable with Title I, Part A funds. If a school wishes to purchase a SISL with Title I School Improvement Funds, the school will have to split-fund the position with another eligible funding source.

**Cannot Be Used For:**

Title I School Improvement Funds may not be used to provide basic requirements or mandated services needed to run an instructional program (known as the “Supplement, not Supplant” principle).

## II. Central Resource Allocation Decisions

This section describes those resources that are distributed to schools by central program offices of The School District of Philadelphia. These resources must be used for the purposes prescribed by the assigning office.

Please note that centrally determined resource levels for FY13-14 are preliminary and subject to change. In many cases, this is because final resource requirements will be determined by assessments that have not yet been conducted or for which results have not yet been received. In addition, initial central resource allocation decisions are often based on enrollment projections and will be adjusted based on actual FY13-14 enrollment levels.

The following information is provided for each centrally allocated resource category below:

- What the allocation is for;
- Which office makes the allocation;
- What the funding source is;
- How the allocation is determined; and
- Whether schools may supplement the centrally determined amount.

### 1. 504 Accommodation

**Office Responsible for Allocating the Resource:**

Office of School Resource Support (SRS)

**Funding Source:**

Operating budget

**How the Amount Is Determined:**

“504” Accommodation: resources are positions that are required based on school building configurations or personnel needs. SRS staff evaluates needs and determines the amount of funding required on a case-by-case basis.

**Can this Allotment Be Supplemented?**

Yes, schools may supplement their 504 Accommodation using their own discretionary funds (but not Title I funds).

### 2. Kindergarten Teachers

**Office Responsible for Allocating the Resource:**

Office of School Resource Support (SRS)

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**Funding Source:**

Kindergarten teachers are half funded from the state and local funds and half from Title I.

**How the Amount Is Determined:**

SRS develops enrollment projections for each school based on multi-year enrollment trends and information – such as demographic data, or information about non-District school closings – about factors that are likely to result in enrollment changes. SRS then uses formulas to estimate the number of teachers that will be needed for the projected number of students per union contract maximum of 30 students to one teacher.

**Can this Allotment Be Supplemented?**

Yes, schools may supplement the Kindergarten teacher allotment using their own funds.

**3. Split Grade Allocation****Office Responsible for Allocating the Resource:**

Office of School Resource Support

**Funding Source:**

Title II (A), as described below

**How the Amount is Determined:**

In FY13-14, teachers will not be provided to reduce class size in kindergarten through third grade. However, Title II will be used, to the extent possible to eliminate split grade classrooms.

Title II(A) teachers to reduce split grade classrooms are allocated in the spring using a methodology that allocates teachers to schools in need based on SPI. In the fall, the District will revisit and redistribute the allocation of teachers post-leveling. All teachers purchased with federal funds must be highly qualified.

**Cannot be Used For:**

The allotments from these funds for reduced class size may not be used for any other purpose.

**Can this Allotment Be Supplemented?**

Yes, schools may purchase additional teachers in order to reduce class size.

**4. Special Education – High Incidence and Low Incidence Programs****Office Responsible for Allocating the Resource:**

Office of Specialized Services (OSS)

**Funding Source:**

Special Ed teachers and most Special Ed paraprofessionals are funded from the Operating budget. Other Low Incidence Special Education paraprofessionals (usually 1:1s) are funded through Individuals with Disabilities Education Act (IDEA) funds.

Students diagnosed in one of the following federal categories are eligible for Special Education services:

▪ Autism	▪ Orthopedic impairment
▪ Deaf/ Blindness	▪ Other health impairment
▪ Deafness	▪ Specific learning disability
▪ Emotional Disturbance	▪ Speech or language impairment
▪ Hearing impairment	▪ Traumatic brain injury
▪ Intellectual disabilities	▪ Visual impairment including blindness
▪ Multiple disabilities	

Students diagnosed with certain disabilities and requiring specially designed instruction based on evaluation or reevaluation receive an Individualized Education Program (IEP). IEPs are legal documents developed jointly by schools and parents that define the goals, objectives, specially designed instruction and related services to be implemented in addressing a student's specific needs. They are renewed annually in compliance with state and federal laws.

Special Education (SPED) funding is allocated to schools to support IEP defined student needs with the appropriate level of service.

High Incidence:	Low Incidence:
<ul style="list-style-type: none"> <li>▪ Many children in the population</li> <li>▪ For students who meet eligibility criteria for <b>Learning Support</b> or <b>Emotional Support</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Fewer children in the population</li> <li>▪ For students who require <b>Autistic Support, Life Skills Support</b> or <b>Multiple Disabilities Support</b></li> </ul>
<ul style="list-style-type: none"> <li>▪ Supports student education to the extent possible with regular education peers, with accommodation strategies to meet their unique needs in the <b>Least Restrictive Environment</b></li> </ul>	

Student need, as defined in the IEP, is the most important factor driving special education teacher and staff allocation.

<b>Service Need:</b> % of time a student receives service from special education personnel	<b>Program Support:</b> type of service required
<b>Itinerant</b> –20% or less of the school day <b>Supplemental</b> – more than 20% but less than 80% of the school day <b>Full time</b> – 80% or more of the school day	Autistic Support Blind & Visually Impaired Support Deaf & Hearing Impaired Support Emotional Support Life Skills Support Multiple Disabilities Support Physical Support Speech & Language Support

### How the Amount Is Determined:

Every student with an IEP must be assigned to a teacher's caseload. Each school's allotment of High and Low Incidence SPED teachers is determined by State and Federal regulations:

- Teacher case load: the number of students a teacher can be responsible for, given student need as defined in the IEP

### FY13-14 Caseloads as Determined by Pennsylvania State Code, Chapter 14 and the IDEA

	<b>Itinerant ( &lt; 20% )</b>	<b>Supplemental ( 20% - 80% )</b>	<b>Full-Time ( 80% + )</b>
Emotional Support	50	20	12
Life Skills Support	20	20	12 (K-8) 15 (9-12)
Deaf and Hearing Impaired Support	50	15	8
Blind and Visually Impaired Support	50	15	12
Speech and Language Support	65	N/A	8
Physical Support	50	15	12
Autistic Support	12	8	8
Multiple Disabilities Support	12	8	8

- Student age range: teachers are limited to 3-year age span for grades K-8 and a 4 year age span for grades 9-12.

Based on the caseload and age range regulations, High Incidence and Low Incidence SPED teachers are allocated to schools by OSS as shown in the table above.

The Office of Management and Budget uses a formula based on contractual requirements to allocate preparation time for Low Incidence teachers (see the section of this Guide on the Regular Education Teacher Allotment).

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Special Education Classroom Assistants are allocated to schools as follows:

- 1 Special Education Classroom Assistant per Emotional Support class
- 1 Special Education Classroom Assistant per Autistic Support class
- 1 Special Education Classroom Assistant per Life Skills Support class
- 2 Special Education Classroom Assistants per Multiple Disabilities Support class.

**Must Be Used For:**

Special Education teachers, prep time for Low Incidence teachers, and Special Education Classroom Assistants and 1:1 Assistants.

**Can this Allotment Be Supplemented?**

Yes, schools may supplement their Special Education allotments using their own funds.

**Cannot Be Used For:**

Anything unrelated to the delivery of Special Education services.

## **5. English Language Learner (ELL) Support – Bilingual Counseling Assistants**

**Office Responsible for Allocating the Resource:**

Office of Parent, Family, Community and Faith-Based Initiatives

**Funding Source:**

Operating budget and Title III grant

**How the Amount Is Determined:**

Positions are allocated according to the greatest identified need for translation services for parents and other community members in support of ELL students.

**Can this Allotment Be Supplemented?**

Yes, schools may supplement their Bilingual Counseling Assistant allotment using their own funds.

How to ensure ongoing language support

Principals are reminded that they have the ability to designate any position in their building bilingual.

It is recommended that in buildings where there are 20 or more families who speak a single language other than English, positions be designated to support language access for all Limited English

Proficient families. Remember – a parent may need interpretation even if their child is not in ESOL.

## **6. Career and Technical Education - Perkins Grant**

**Office Responsible for Allocating the Resource:**

Office of Career and Technical Education

**Funding Source:**

Perkins Grant



**How the Amount Is Determined:**

The amount of the grant award is determined by the number of students enrolled in state approved Career and Technical Education (CTE) programs District-wide. This information is supplied by the Office of Career and Technical Education, which measures Vocational Average Daily Membership (VADM). It is a legislative requirement that federal resources be concentrated in amounts sufficient to bring about measurable improvement.

**Must Be Used For:**

The funds must supplement existing programs. The following are allowable uses:

- Involve of parents, business & labor organizations in the design, implementation & evaluation of Career and Technical Education (CTE) programs;
- Provide career guidance/academic counseling;
- Develop local education & business partnerships;
- Provide programs for special populations;
- Provide professional development;
- Integration of academics and CTE;
- Improve current or develop new CTE programs;
- Activities to support entrepreneurship education and training;
- Develop initiatives that facilitate transition of sub baccalaureate career and technical education students into baccalaureate degree programs;
- Provide CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills;
- Support training and activities in nontraditional fields;
- Assist career and technical student organizations;
- Lease, purchase, upgrade, or adapt equipment, including instructional aids and publications.

**Cannot be Used For:**

The following uses are not permitted:

- Remediation;
- Furniture;
- Construction costs;
- Equipment or supplies not used directly to teach skills to students;
- Administrative/supervisory, secretarial or student salaries;
- Travel unrelated to the program;
- Routine consumables/supplies, except those required to provide additional services to special population students;
- Instructional costs or tuition of either technical or academic courses used to meet graduation, degree or certificate requirements (under the supplement, not supplant rule);
- Promotional items and memorabilia;
- Advertising and public relations designed to solely promote the District.

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**7. School Age Parents – ELECT Program (Grants)****Office Responsible for Allocating the Resource:**

Early Childhood Education

**Funding Source:**

The ELECT (Education Leading to Employment and Career Training) and EFI (ELECT Fatherhood Initiative) grants and the District's operating budget matching funds

**How the Amount Is Determined:**

The Education Leading to Employment and Career Training (ELECT) and ELECT Fatherhood Initiative (EFI) programs provide services to pregnant and parenting teens with the goal of helping them stay in school, earn a high school diploma or GED, and achieve the self-sufficiency required to make a successful transition to employment. The program operates in 35 different comprehensive high schools and alternative education settings. Program participants receive educational and social services and learn parenting skills. The ELECT and EFI programs are funded by the US Department of Health and Human Services and the Pennsylvania Department of Public Welfare and administered by the Pennsylvania Department of Education.

**Can This Allotment Be Supplemented?**

Yes, schools may supplement their ELECT Program resources using their own discretionary funds.

**8. School Nurses****Office Responsible for Allocating the Resource:**

Office of Student Health Services

**Funding Source:**

Operating budget

**How the Amount Is Determined:**

Nurses are allocated based on enrollment and specific student needs (e.g., multiple low incidence programs, student medication needs).

**Can This Allotment Be Supplemented?**

Yes, schools may supplement their school nursing staff using their own discretionary funds (not Title I funds).

**9. School Police Officers****Office Responsible for Allocating the Resource:**

Office of School Safety

**Funding Source:**

Operating budget

**How the Amount Is Determined:**

Officers are allocated to schools based on criteria including the following:

- Index of serious incidents reported at each school
- Size and footprint of schools
- Enrollment
- Persistently Dangerous status
- Numbers of suspensions
- Number of non-instructional staff members at schools

As a result of this allocation process, the range of officers per school is 0 to 8. About 103 schools do not have an assigned officer.

In addition to police officers who are assigned to schools, there are police officers who are deployed to schools temporarily as needed, and police officers in the Mobile Security Unit who make routine school security checks.

In 2013-14, the Office of School Safety did not load School Police Officers for any elementary schools in SMS in order to maintain more flexibility in deploying officers and adjusting deployments throughout the year. Elementary schools will still have School Police Officers; they are just not shown in SMS.

**Can This Allotment Be Supplemented?**

No, schools may not augment their number of school police officers.

**10. Facilities/ Custodial**

*Note: Facilities and Custodial staff are not tracked in SMS.*

**Office Responsible for Allocating the Resource:**

Office of Facilities Management

**Funding Source:**

Operating budget

**How the Amount Is Determined:**

Custodial employees are assigned to schools. Every school has at least one building engineer; larger schools may have 2 or 3, depending on their size and the complexity of the facilities. Other custodial positions assigned to schools are Custodial Assistants and General Cleaners.

**Can This Allotment Be Supplemented?**

No, schools may not augment their custodial services staff.

**11. Food Services**

*Note: Food Services staff is not tracked in SMS.*

SDP provides breakfasts and lunches to every school, as well as snacks and dinners in about 170 buildings where eligible enrichment programs are underway. There are three types of food programs:

- Full-service: requires more preparation on site and therefore a larger staff on site (mostly secondary schools)
- Modified full-service: meal components are pre-packaged, but some assembly required
- Satellite: pre-packaged meals are delivered to school, requiring no more than one or two people on site.

**Office Responsible for Allocating the Resource:**

Office of Food Services

**Funding Source:**

Food Services Fund

**How the Amount is Determined:**

Food services staff is assigned to schools based on the type of food program and the number of meals served. The cost of food is allocated based on number of pupils served and a cost per meal amount.

**Can This Allotment Be Supplemented?**

Yes, schools may supplement food services staff, food, and supplies with their own discretionary funds (but not Title I funds).

## **APPENDICES**

## Appendix A: FY13-14 School Budget Development Timeline

### FY14 School Budgets – Timeline – 4/18/13

FY14 Dates	Budget Development Process
4/15/13	Finance/ OMB refines school budget allotment formulas based on FMP vote
4/15/13 – 4/19/13	Finance/ OMB develop school allotments and uploads
4/18/13	Budget Webinar with Dr. Hite
4/19/13	FY14 Guide to School Budgets issued.
4/19/13	<b>FY14 School budgets available in SMS.</b>
4/22/13 – 5/3/13	Principals and school communities work on budgets; OMB/ Finance provides support in computer lab and via phone/ e-mail
4/24/13	Citywide Principals meeting (1 hr budget; 20 min PSERS; 40 min Nurses)
4/25/13	Webinar for Principal & Staff on the integrated budget process & using the excel workbook
4/26/13	Webinar on Articulation meetings
5/28/13	HR Right to Follow determined based on student assignment data from Student Placement
5/6/13 – 5/24/13	Review and approval of school budgets by Assistant Superintendents and central offices. <b>Principals must bring laptops.</b>
5/6/13 – 5/24/13	SRS/ OMB review school budgets and prepare position allocations for HR.
5/13/13 – 5/24/13	Keystone Exams
5/28/13	Vacancy list established. Potential teacher layoffs determined.
5/28/13	Non-Instructional Forced transfers
5/29/13 – 6/18/13	Site selection period.
6/24/13	Last day of school for teachers
6/24/13 – 7/12/13	Forced transfers begin.

\* The voluntary/ forced transfer process for instructional staff will be completed by June 29 if possible. If it is, site selection for new hires will be re-opened for new hires one week sooner, from July 2 to July 13.

### **Appendix B: Legal and Contractual Mandates with Budgetary Implications**

There are numerous federal, state and local laws and regulations, collective bargaining agreement provisions and School Reform Commission and Administration mandates that schools must follow. This document is only intended to describe those mandates which have budgetary implications and which are imposed upon the District by outside authorities or collective bargaining agreements. This is by no means a comprehensive list of all mandates with which schools must comply.

#### **Federal and/or State Laws:**

<b>Mandate</b>	<b>How to Meet the Mandate</b>
<b>Individuals with Disabilities Education Act (IDEA):</b> Children with disabilities shall be provided an education which enables them to be involved in and progress in the general curriculum. The education program provided to children with disabilities shall be in accordance with their Individualized Education Programs (IEPs) under the IDEA.	Work with your Special Education Director to ensure that all student IEPs are being followed with fidelity.
<b>Rehabilitation Act of 1973 – Section 504:</b> No otherwise qualified individual with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.	Funding for employees requiring Section 504 accommodations should have been provided for in your budget; this funding must only be used for the purpose identified. If you believe that you have an employee requiring Section 504 accommodations for whom you have not received funding, please contact School Resource Support (SRS).
<b>Gifted Students:</b> Students who are gifted shall be provided an education that enables them to participate in acceleration or enrichment, or both, as appropriate.	Funding for students identified as gifted has been provided in your budget and must be used to meet the requirement of the gifted students' IEPs.
<b>Nurse Services:</b> Every child of school age shall be provided with school nurse services: The number of pupils under the care of each school nurse shall not exceed one thousand five hundred (1,500).	Nurse services are centrally allocated and may also be purchased in one day per week increments. Each day is equivalent to 0.2 of a nurse position.

**Collective Bargaining Agreement Provisions:**

<b>Mandate</b>	<b>How to Meet the Mandate</b>
<b>Maximum Class Sizes (Regular Education):</b> Grades K through 3: 30 students to 1 teacher Grades 4 through 12: 33 students to 1 teacher	You have been allotted funding for the number of teachers the School Resource Support Office (SRS) believes is needed to meet these mandates, given current enrollment projections. If enrollment increases or decreases significantly from the current projection, funding will be adjusted accordingly. If you do not believe that you can meet these mandates with the funding provided, or if you believe that you can meet these mandates without using all of the funding provided, please contact SRS to review your roster plans.
<b>Teacher Prep Time:</b> Elementary – 225 minutes per week Middle – 360 minutes per week for advisors, 270 minutes per week for non-advisors High – 225 minutes per week	Same directions as above.
<b>School Counselor:</b> A minimum of one school counselor per School is required by the PFT.	This mandate is superseded by the Academic Guidance requirement for high schools to have 1 counselor per 500 students. It may also be superseded by the educational requirements contained in your Comprehensive Plans.
<b>Librarian or Library Instructional Materials Aide (LIMA):</b> Every school with 1,000 or more students must have a librarian or LIMA.	If your school enrollment is projected to be 1,000 or greater, you must budget for at least a LIMA.
<b>Elementary School Extra-Curricular Pay (EC):</b> Each Elementary School must budget for all three of the following: 100 hours of EC pay for a safety patrol 120 hours of EC pay per school 6.5 hours of EC pay per teacher type (includes counselors and librarians) – This is required for the District to meet a requirement of 40,404 EC hours to be budgeted in Elementary Schools in addition to the first two items.	The contractual EC amount for elementary schools is shown at the top of the Operating tab in SMS. Make sure that a minimum of this amount of EC pay is budgeted.  To calculate the amount, multiply the number of teacher-types you have budgeted by 6.5, add 220 and multiply the total by the contractual EC rate of \$51.26/hour (including benefits).
<b>Facilities Coverage during Evening and Weekend Hours:</b> School buildings cannot be open without coverage from facilities Staff, generally the Building Engineer.	You will need to budget to pay overtime to your Building Engineer and/or other facilities staff for activities using the Building outside of its normal hours of coverage. If you have questions, please contact your Facilities Area Coordinator.



**Appendix C: FY13-14 Average Salaries**

<b>MATRIX OF POSITIONS AND SALARIES</b>			
<b>ELEMENTARY SCHOOL EDUCATION</b>			
<b>POSITION</b>	<b>FY14 Average Cost</b>		<b>SALARY &amp; BENEFITS</b>
	<b>SALARY</b>	<b>BENEFITS</b>	
Assistant Principal	\$104,000	\$55,800	\$159,800
Assistant Principal - 12 Months	\$120,300	\$61,200	\$181,500
Auxiliary Teacher	\$33,600	\$29,700	\$63,300
Bilingual Counseling Assistant	\$40,200	\$31,800	\$72,000
Classroom Assistant	\$25,900	\$27,100	\$53,000
Community Relations Liaison	\$39,300	\$31,300	\$70,600
Conflict Resolution Specialist	\$31,100	\$28,800	\$59,900
Counselor	\$67,800	\$40,700	\$108,500
Health Room Technician	\$8,800	\$8,500	\$17,300
Librarian	\$67,800	\$40,700	\$108,500
Library Instructional Materials Asst	\$37,500	\$31,000	\$68,500
Non Teaching Assistant	\$41,100	\$32,100	\$73,200
Noon Time Aide (One Hour Daily)	\$2,100	\$800	\$2,900
3 Hr Noon Time Aide	\$6,300	\$2,400	\$8,700
3.5 Hr Noon Time Aide	\$7,350	\$2,800	\$10,150
4 Hr Noon Time Aide	\$8,400	\$3,200	\$11,600
4.5 Hr Noon Time Aide	\$9,450	\$3,600	\$13,050
5 Hr Noon Time Aide	\$10,500	\$4,000	\$14,500
Nurse	\$79,200	\$44,700	\$123,900
Principal, 10 Months	\$110,600	\$57,900	\$168,500
Principal, 12 Months	\$130,600	\$64,600	\$195,200
School Aide II	\$27,500	\$25,900	\$53,400
School Community Coordinator	\$41,300	\$32,100	\$73,400
School Police Officer, 10 Month	\$40,700	\$29,100	\$69,800
Science Lab Assistant	\$43,800	\$33,000	\$76,800
Secretary (10 Mos.)	\$36,800	\$30,700	\$67,500
Secretary III (10 Mos.)	\$43,100	\$32,800	\$75,900
Secretary III (12 Mos.)	\$53,300	\$36,200	\$89,500
Executive Secretary	\$59,800	\$38,400	\$98,200
School Improvement Support Liaison	\$45,700	\$34,100	\$79,800
Social Worker	\$58,800	\$38,000	\$96,800
Supportive Services Assistant 3 Hours	\$8,500	\$8,500	\$17,000
Supportive Services Assistant 4 Hours	\$11,400	\$9,400	\$20,800
Teacher	\$67,800	\$40,700	\$108,500
Instructor, JROTC	\$75,600	\$44,100	\$119,700

MATRIX OF POSITIONS AND SALARIES MIDDLE SCHOOL EDUCATION			
	FY14 Average Cost		
POSITIONS	SALARY	BENEFITS	SALARY & BENEFITS
Assistant Principal	\$105,400	\$56,200	\$161,600
Assistant Principal - 12 Months	\$122,800	\$61,900	\$184,700
Auxiliary Teacher	\$33,600	\$29,700	\$63,300
Bilingual Counseling Assistant	\$40,200	\$31,800	\$72,000
Classroom Assistant	\$25,900	\$27,100	\$53,000
Community Relations Liaison	\$39,300	\$31,300	\$70,600
Computer Lab Assistant	\$38,600	\$31,300	\$69,900
Conflict Resolution Specialist	\$31,100	\$28,800	\$59,900
Counselor	\$71,600	\$42,400	\$114,000
Health Room Technician	\$8,800	\$8,500	\$17,300
Librarian	\$71,600	\$42,400	\$114,000
Library Instructional Materials Asst	\$37,500	\$31,000	\$68,500
Non Teaching Assistant	\$41,100	\$32,100	\$73,200
Noon Time Aide (One Hour Daily)	\$2,100	\$800	\$2,900
Noon Time Aide 3 Hrs	\$6,300	\$2,400	\$8,700
Noon Time Aide 3.5 Hrs	\$7,350	\$2,800	\$10,150
Noon Time Aide 4Hrs	\$8,400	\$3,200	\$11,600
Noon Time Aide 4.5 Hrs	\$9,450	\$3,600	\$13,050
Noon Time Aide 5 Hrs	\$10,500	\$4,000	\$14,500
Nurse	\$79,200	\$44,700	\$123,900
Principal, 10 Months	\$110,700	\$57,900	\$168,600
Principal, 12 Months	\$135,000	\$66,000	\$201,000
School Aide II	\$27,500	\$25,900	\$53,400
School Community Coordinator	\$41,300	\$32,100	\$73,400
School Improvement Support Liaison	\$45,700	\$34,100	\$79,800
School Police Officer, 10 Month	\$40,700	\$29,100	\$69,800
Science Lab Assistant	\$38,600	\$31,300	\$69,900
Secretary (10 Mos.)	\$36,800	\$30,700	\$67,500
Secretary III (10 Mos.)	\$43,100	\$32,800	\$75,900
Secretary III (12 Mos.)	\$53,300	\$36,200	\$89,500
Social Worker	\$58,800	\$38,000	\$96,800
Supportive Services Assistant 3 Hours	\$8,500	\$8,500	\$17,000
Supportive Services Assistant 4 Hours	\$11,400	\$9,400	\$20,800
Teacher	\$71,600	\$42,400	\$114,000
Technical Maintenance Specialist	\$47,400	\$34,300	\$81,700

POSITION MATRIX OF SALARY AND BENEFIT COSTS			
SENIOR AND AREA VOCATIONAL TECHNICAL HIGH SCHOOLS			
POSITIONS	FY14 Average Cost		SALARY & BENEFITS
	SALARY	BENEFITS	
Agricultural Mechanic/Stck Clerk	\$47,300	\$34,200	\$81,500
Assistant Principal	\$104,000	\$55,700	\$159,700
Assistant Principal - 12 Months	\$120,600	\$61,200	\$181,800
Auxiliary Teacher	\$33,600	\$29,700	\$63,300
Bilingual Counseling Assistant	\$40,200	\$31,800	\$72,000
Classroom Assistant	\$25,900	\$27,100	\$53,000
Community Relations Liaison	\$39,300	\$31,300	\$70,600
Computer Lab Assistant	\$43,800	\$33,000	\$76,800
Conflict Resolution Specialist	\$31,100	\$28,800	\$59,900
Counselor	\$71,600	\$42,400	\$114,000
Farmer	\$44,800	\$33,400	\$78,200
Health Room Technician	\$8,800	\$8,500	\$17,300
Librarian	\$71,600	\$42,400	\$114,000
Library Instructional Materials Asst	\$37,500	\$31,000	\$68,500
Non Teaching Assistant	\$41,100	\$32,100	\$73,200
Noon Time Aide (One Hour Daily)	\$2,100	\$800	\$2,900
Noon Time Aide 3 Hrs	\$6,300	\$2,400	\$8,700
Noon Time Aide 3.5 Hrs	\$7,350	\$2,800	\$10,150
Noon Time Aide 4Hrs	\$8,400	\$3,200	\$11,600
Noon Time Aide 4.5 Hrs	\$9,450	\$3,600	\$13,050
Noon Time Aide 5 Hrs	\$10,500	\$4,000	\$14,500
Nurse	\$79,200	\$44,700	\$123,900
Principal, 10 months	\$115,800	\$59,700	\$175,500
Principal, 12 months	\$137,200	\$66,800	\$204,000
School Aide II	\$27,500	\$25,900	\$53,400
School Improvement Liaison	\$45,700	\$34,100	\$79,800
School Police Officer, 10 Month	\$40,700	\$29,100	\$69,800
Science Lab Assistant	\$43,800	\$33,000	\$76,800
Secretary (10 mos.)	\$36,800	\$30,700	\$67,500
Secretary III, 10 Mos.	\$43,100	\$32,800	\$75,900
Secretary III, 12 Mos.	\$53,300	\$36,200	\$89,500
Shop Training Assistant	\$31,100	\$28,800	\$59,900
Social Worker	\$58,800	\$38,000	\$96,800
Social Worker Coordinator	\$60,600	\$38,600	\$99,200
Stock Clerk	\$40,800	\$32,000	\$72,800
Support Services Assist - 3 Hr	\$8,500	\$8,500	\$17,000
Support Services Assist - 4 Hr	\$11,400	\$9,400	\$20,800
Teacher	\$71,600	\$42,400	\$114,000
Teacher Assistant - Comp. Science	\$38,400	\$31,300	\$69,700
Instructor, JROTC	\$75,600	\$44,100	\$119,700

**Appendix D: FY13-14 Schedule of Hourly Rates**

<b>Hourly Rates with Benefits</b>				
	<b>Per Diem (Daily)</b>	<b>**EC</b>	<b>OT</b>	<b>Prof Dev</b>
Teacher		\$53.02		
Noon Aides/Bus Monitor		\$13.99		
Principal/Assistant Principal				\$70.55
Professional Development Leader - Teachers Only				\$64.98
Teacher Participant				\$39.17
Teacher - Prof Develop Planning				\$53.02
Classroom Assistant				\$23.62
Supportive Services Assistant				\$18.03
NTA			\$36.83	
School Police			\$48.50	
Secretary I, II			\$33.57	
Secretary III			\$39.31	
Secretary III (12 Months)			\$48.62	
School Operations Officer			\$44.69	
Librarian		\$53.02		
LIMA			\$34.21	
Per Diem Sub/Retired Teacher Extra Service	\$212.92			
Per Diem Sub Teacher (AESOP)/Tchr Liaison (Master's)	\$286.17			
Retired Principal/Asst Principal	\$555.69			
Retired Secretary	\$80.79			
Paraprofessional				
Classroom Assistant			\$23.62	
Bilingual Counseling Assistant			\$36.67	
School Aide II			\$25.08	
Community Relations Liaison			\$35.85	
Lab Assistant			\$39.95	

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**Appendix E: FY13-14 Grant Funds in School Budgets****General Guidelines**

- All grants are to follow all School District of Philadelphia policies and procedures, including those adopted for grants management and compliance.
- All grants may be used only for expenditures that are part of a budget approved by the grant-maker.
  - No significant deviation from an approved budget may occur without prior, written approval from the funder.
  - Significant deviation is usually defined as a change of more than 10% to any single line item.
- All Federal grants must adhere to basic Federal fiscal regulations, principles and guidelines, including "Reasonable, Necessary and Allocable."
- For FY2013-2014, pending SRC resolution review and approval, all grants to the District or any of its schools totaling more than \$20,000 must be authorized in a resolution approved by the School Reform Commission;
  - Grants of \$20,000 or less, in lieu of a separate SRC resolution, schools must notify the Chief Financial Office by means of a memorandum.
  - Grants of \$5,000 or less will be reviewed on a case-by-case basis to determine whether they should be managed via Advantage (paying staff or contracting with a vendor) or via individual school's student activities fund.
- Grant managers are responsible for maintaining orderly records of grant-funded activities, and for submitting all required reports to funders.
  - If a required report includes financial information, the report must be completed in collaboration with the Office of Grant Fiscal Services.

**Grant Funds**

<b>Fund Prefix</b>	<b>Fund Name</b>	<b>Fund Description</b>	<b>Analyst</b>
242	<b>IDEA, Part B Grant</b>	Funds are to be used to improve the quality of special education services provided to children with disabilities with an emphasis on meeting the needs of minorities with disabilities, improving personnel recruitment and retention and advancing early intervention services for pre-school children. IDEA funds are used by the district to fund activities such as the coordination of early intervention services for eligible children over five years old, an extended day program for students with special needs, classroom assistants for special education classes, professional development, material and supplies and emotional support services.	Halina Jakubowska
246	<b>JROTC/CAR Academy Instruction Grant</b>	Grant funds are to be used to implement Junior Reserve Officer Training Corp (JROTC) programs to promote patriotism, develop informed and responsible citizens, develop respect for constituted authority and develop a high degree of personal honor, self respect, individual discipline and leadership. The school district uses funds to implement JROTC after school and summer enrichment programs for at-risk students.	Rikai Pittman
270	<b>Perkins Vocational Education Grant</b>	Grant Funds are to be used to upgrade -approved Career and Technical Education (CTE) Programs of Study (POS). The funds will ensure that the CTE POS are in compliance with both state (Chapter 339) and federal (Perkins IV) standards and guidelines. The expectation is that students will be better prepared for post-high education and careers. The District uses these funds to support Career and Technical Education (CTE) Programs of Study (POS) that serve high concentrations of special students.	Anthony Pane
201	<b>Title I, Part A – Basic Grant</b>	Funds are to be used to provide supplementary educational services, especially in reading/language arts and math, to students who are educationally disadvantaged or at risk of failing to meet state requirements. The school district uses Title I funds for school-wide programs that create an overall plan for school improvement. Funds are used to strengthen the core academic program and improve student achievement.	Barbra Bell/ Bory Sou
206	<b>Title I, School Improvement Funds</b>	Funds must be used for those activities that will most directly impact and increase student achievement and bring the school out of School Improvement status. The schools should follow the Title I, Part A guidelines when considering how to allocate Title I School Improvement Funds (please see Appendix I.) However, Title I School Improvement Funds do not have professional development or parental involvement set-asides.	Barbra Bell

<b>Fund Prefix</b>	<b>Fund Name</b>	<b>Fund Description</b>	<b>Analyst</b>
334	<b>Title II, Part A - Improving Teacher Quality Grant</b>	Funds are to be used to prepare, train, and recruit high-quality teachers and principals capable of ensuring increased academic achievement for all students. The District also uses funding to provide Reduced Class Size teachers to schools to avoid split grade classes.	Halina Jakubowska
237	<b>Title III – Language Instruction for Limited English Proficient and Immigrant Students</b>	Funds are used to help students who have a primary language other than English attain English proficiency and to meet the State academic content and achievement standards. Funds are also used to develop language instruction educational programs. Grant expenditures must be supplemental to the basic program and cannot supplant other funds.	Rikai Pittman

## **Appendix F: Title I, Part A (Title I) Guidelines**

Title I is a federal grant. The purpose of this grant is to ensure that all children have a fair, equal and significant opportunity to obtain a high quality education and reach the State's challenging academic standards, particularly in reading, math and science. The focus of Title I is on ACADEMIC SUPPORTS, specifically,

- meeting the needs of low-achieving children
- closing the achievement gap

There are several principles that regulate the use of Title I grant funds including **supplement not supplant** and the cost principles of **necessary, reasonable, and allocable** (OMB Circular A-87 as codified in 2 CFR Part 225).

**Supplement not supplant** refers to Title I's role in purchasing supplementary resources to upgrade the instructional program. The District and our schools must use state and local (non-federal grant) funds to meet the basic requirement of enrollment driven/allotted teachers, textbooks and related materials in order to provide a core instructional program and to meet all district, state and federal mandates. Title I can then be used to purchase *additional* academic supports that can be layered on top of the requirements to "*enhance*" instruction and increase student achievement. To test for **supplement not supplant**, consider this question, "*If all purchases made with federal funds were pulled out of the building tomorrow, would there still be a compliant program?*"

Title I purchases must be data driven and the focus should be on meeting the instructional needs of the lowest achieving students. In allocating the Title I grant dollars, schools must ensure that they are creating a *viable* Title I program. Historically, the District defined a viable Title I program as the ability to purchase a supplemental teacher. However, in light of decreased allocations, the District consulted with the U.S. Department of Education and the Division of Federal Programs at the Pennsylvania Department of Education. Both entities define a viable Title I program as a discernible and defined intervention. That is, a school cannot simply load Title I dollars into books and supplies without defining a specific research-based methodology for improving student achievement.

All Title I purchases must be fully addressed in the Comprehensive Planning Document and the Federal Budget Addendum. In fact, the school's Comprehensive Planning Document and the associated Federal Budget Addendum is a compliance document. If a purchase is mentioned in these documents, you must be implementing that purchase. If you are implementing a program using Title I funds, it must be referenced in these documents.

In addition to **supplement not supplant**, all Title I purchases must adhere to the cost principles of **necessary, reasonable and allocable**. To test your purchases against these principles, consider the following.

### **Necessary**

- Do we really need this to implement our Action Plans and increase student achievement and close the achievement gap? Will this expenditure help move our instructional program forward?
- Is this the minimum amount that I need to spend to meet the need?

### **Reasonable**

- Do we have the capacity to use what we are purchasing in the current fiscal year?
- Did I pay a fair price and can I prove it?
- If asked to defend this purchase, would I feel comfortable?



**Allocable**

- Is this purchase in proportion to the value received by the program?

For example, if .4 of a teacher's salary is being charged to Title I professional development, then that teacher must be providing professional development the equivalent of two full days, or twelve (12) periods, each week. If the teacher is only providing the equivalent of a half-day of professional development each week, then only .1 of the teacher's salary is allocable to professional development and the other .3 is not.

Please remember that all Title I purchases must be in accordance with the District's fiscal policies and procedures, including those for grants management and compliance, and require the appropriate documentation. Please consider documentation requirements (such as logs and schedules for personnel) before allocating funds. Your Grants Compliance Monitor (GCM) can answer any questions you may have in this regard.

Below is a sampling of some Title I Do's and Don'ts.

<b><u>DO PURCHASE</u></b>	<b><u>DON'T PURCHASE</u></b>
<b>Basic Instruction</b>	<b>Basic Instruction</b>
Workbooks that supplement the textbook	Another text that will replace the District's core textbook for a subject
An <i>additional</i> teacher to reduce class size	An additional teacher to replace an allotted teacher (required by contract or District policy and procedures) who has been moved out of the allotted slot and placed in another position such as department head or dean of students
<i>Instructional</i> paraprofessionals to work under the supervision of a highly qualified teacher to provide small group instruction and other academic supports <i>in core content areas only</i>	Noon time aides, NTAs, or SSAs who will not be working directly with students in core content areas (i.e. hallway, lunchroom, office and recess duties)
An <i>additional</i> prep teacher to create common planning time in elementary schools	Non core-subject teachers and Advanced Placement teachers in secondary/middle schools
A classroom set of computers and a printer for student use	Computers and printers for teacher and office use and general office supplies
Instructional equipment such as projectors, calculators and Smartboards	Facility upgrades or construction that may be required to install purchased equipment
Salaries for teachers and materials to implement an instructional, supplemental after school, Saturday, and summer program	Salaries for non instructional personnel working in a supplemental after school, Saturday, or summer program (for example: secretaries, school police, or paraprofessionals)
	Salaries for teachers and materials for a non-

<p>Approved instructional interventions to support the RTII process</p> <p><b><u>DO PURCHASE</u></b>  <b>Parent Involvement - Minimum 1% Set Aside</b>          Small amounts of food for parents for a Title I appropriate, pre-approved parent involvement activity such as a workshop or Title I meeting (with RSVPs, agendas, and sign ins). Per person amounts cannot exceed those in District policies pertaining to federal grants. Per District policy, cannot use Imprest Fund.</p> <p>Materials for a make and take workshop</p> <p>Part time salaries for teachers to run workshops</p> <p>Books for parents to support student achievement with training/workshops</p> <p>Activities and manipulatives for parents to use at home with their children, with associated training</p> <p>Travel for parents to attend Title I allowable conferences, with a plan for turnaround training</p> <p>Printing (via the District's Office of Print Services) parent newsletters, <i>with GCM approval</i></p> <p>Mailing costs for Title I parent communications (through District's mail—do not purchase stamps), <i>with GCM approval</i></p> <p>Contracts for speakers to provide Title I allowable workshops for parents when school based and district resources are not available</p>	<p>instructional after school program or club  <b><u>(cont. DON'T PURCHASE-Basic Instruction)</u></b>          Non-instructional personnel, mandated items, furniture, transportation for students, site rental (other than opening the school site), entertainment, incentives, sports equipment, utilities charges, phone bills, stamps, cleaning products, food for staff and students, uniforms or clothing</p> <p><b><u>DON'T PURCHASE</u></b>  <b>Parent Involvement - Minimum 1% Set Aside</b>          Clearances for parent volunteers</p> <p>Food and programs for banquets, assemblies, graduations, and community events</p> <p>Brochures/books/ materials not directly linked to supporting instruction and student achievement</p> <p>Incentives and gifts for parents</p> <p>Mailing costs for non-Title I allowable parent communications and any communication that must occur in the absence of Title I funds (consult GCM)</p> <p><b>The School District of Philadelphia can no longer implement the Parent Scholar Program at any school location(s).</b></p>
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<p><b><u>DO PURCHASE</u></b></p> <p><b>Professional Development - Minimum 5% (not in School Improvement) or 10% (in School Improvement or Warning at time of budget process) based on the school's needs assessment</b></p> <p><i>Note:</i> Not all professional development is Title I professional development. Title I professional development must address those areas in which a school does not make AYP and must be in a core content area based on the school's needs assessment.</p> <p><i>Institutional</i> memberships to professional organizations such as ASCD, NCTM, NCTE</p> <p>Literature for teachers and instructional staff on improving student achievement and teaching</p> <p>Salaries for after school or Saturday professional development</p> <p>Note: Teachers can only be paid for actual participation in professional development activities, those activities that are planned to improve the practice of teaching. They cannot be paid professional development salaries for preparation (these people are paid the leadership rate to account for this).</p> <p>Substitute services to relieve teachers who will attend professional development</p> <p>Contracts for vendors to provide Title I allowable professional development when school-based or district resources are not available</p> <p>Travel to conferences with an instructional focus for teachers in core content areas and administrators, with a turnaround plan. (District approval still required)</p> <p>Professional development that supports the instructional components of the RTII program</p>	<p><b><u>DON'T PURCHASE</u></b></p> <p><b>Professional Development - Minimum 5% (not in School Improvement) or 10% (in School Improvement or Warning at time of budget process)</b></p> <p>Meetings are NOT considered Title I professional development.</p> <p><i>Individual</i> memberships to professional organizations</p> <p>The student materials that are linked to required professional development</p> <p>Equipment and supplies</p> <p>Salaries or portions of salaries for organizational, climate, <b>test coordinator</b>, dean and other administrative responsibilities</p> <p>Professional Development on topics such as: bullying, classroom management, CPR, climate and mandated components of the core curriculum and other programs such as Gradebook, etc.</p> <p>Professional development that is linked to the attendance and climate components of the RTII program</p>
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**Appendix G: Federal Budget Addendum****Federal Budget Addendum to the Comprehensive Plan**

**Purpose:** This is the Federal Budget Addendum to the Comprehensive Plan (CP). While utilizing the Pennsylvania Department of Education's (PDEs) Comprehensive Planning Document will meet most of the Federal Schoolwide and School Improvement requirements, it is still necessary to fully address those fiscal components. This is critical and allows our schools to complete biannual time certifications for time and effort documentation. This is crucial to remaining compliant.

**Directions:** For each funding source, list the item(s)/position(s) to be purchased and the budgeted amount. **For school-based operating and grant funded purchases, you must also list the purpose of the purchase and which "High Priority Systemic Challenge" and "Action Step" identified in your CP the purchase addresses.** (In the *Comprehensive Planning: School Level Planning Offline Guidance Tool*, see pages 18 - 23 on Systemic Challenges, pages 31 - 54 for Action Steps.) *All grant purchases MUST be data driven and in alignment to the CP. Materials budgeted for 2013-2014 should be purchased to support the needs of the FY 2014 school year.*

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**THIS DOCUMENT MUST BE SUBMITTED TO YOUR GRANTS COMPLIANCE MONITOR PRIOR TO FINALIZING YOUR SCHOOL BUDGET IN THE SMS.**

- First draft is due to your GCM one working day before their scheduled budget review session.
- The “final” draft is due to your GCM by May 20, 2013.

**Note:** *High Schools offering interventions that will give students grades or pass-fail credits must assign a highly qualified teacher for these classes; that is, the teachers’ certifications must match the subjects for which they will give the credit. Please note any personnel being purchased to support these programs.*

List your top 4 “High Priority Systemic Challenges” from p. 26 of your Comprehensive Plan (CP). Establish a system within the school that fully ensures:

1. Select High Priority Systemic Challenge #1
2. Select High Priority Systemic Challenge #2
3. Select High Priority Systemic Challenge #3
4. Select High Priority Systemic Challenge #4

**I. OPERATING BUDGET** (Include all purchases, including ELL, Special Education, books/supplies, extra nursing, etc.)

Note: Even though this is a *Federal* Budget Addendum, Operating funds must be included since all schools are Title I Schoolwide Programs.

**A. OPERATING BUDGET – PERSONNEL/FULL TIME SALARIES**

Item (or staff) to be Purchased	# of Positions	Budgeted Amount	High Priority Systemic Challenge from CP	Action Step Description from the CP	Comments (If positions are split-funded, indicate the other funding source(s).)
Enrollment Driven Teachers					
Enrollment Driven Prep Teachers					
Principal					
Assistant Principal					
Secretary					
School Operations Officer					
Counselor					
LIMA/Librarian					
Nurse					
School Police					
SSAs					

Noon Time Aides					
Special Education High Inc. Teachers					
Special Education High Inc. Assistants					
Special Education Low Inc. Teachers					
Special Education Low Inc. Assistants					
ELL Positions					
Other Positions					

**B. OPERATING BUDGET – NON PERSONNEL/NON FULL TIME SALARIES**

<b>Expenditure Line (Object Code)</b>	<b>Budgeted Amount</b>	<b>High Priority Systemic Challenge from CP</b>	<b>Action Step Description from the CP</b>	<b>Comments (If purchases are split-funded, indicate the other funding source(s).)</b>
Summer Reorg				
Contractual EC				
Overtime				
Materials and Supplies				
Equipment				
Other				

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**In the space below, please define your literacy/reading core curriculum materials for 2013-2014.**

**In the space below, please define your mathematics core curriculum materials for 2013-2014.**



**II. TITLE I**

As required by “Assurance 8” in the Comprehensive Plan, all schools must have a plan to extend instructional time before school, after school, during the summer, and/or as an extension of the school year. Please briefly *describe* your plan to meet this requirement and the funding source.

*SL Goal #                      Strategy #                      Action Step#                      Funding Source:*

*Description:*

**A. TITLE I BASIC INSTRUCTION FUNDS:****Supplemental Teachers**

Type of teacher	Number of positions	Budgeted Amount	Supplemental purpose (Reduced Class Size teacher, intervention teacher, Teacher Leader, Kindergarten, supplemental prep teacher in elementary schools, etc.)	High Priority Systemic Challenge from CP	Action Step Description from the CP	Comments (If positions are split-funded, indicate the other funding source(s).)


*Note: All elementary schools will have split-funded kindergarten teachers. The funding sources for these teachers are state/local funds and Title I funds with the Title I portion of the salaries allowing the kindergarten program to extend from a half-day program to a full day program. (No further action needed above for kindergarten teachers.)*

### Instructional Paraprofessionals:

Type of Position	Number of positions	Budgeted Amount	Supplemental purpose	Provide grade(s)/core content area(s) in which these positions will provide instructional support. (State name of supervising teacher, if possible)	High Priority Systemic Challenge from CP	Action Step Description from the CP

**Other Title I Basic Expenditures:**

*Please be specific and detail all intended expenditures, including contracts. All RtII interventions must be on the approved list on the Office of Curriculum, Instruction and Assessment website.*

<b>Type of expenditure</b>	<b>Item(s) to be Purchased</b>	<b>Budgeted Amount</b>	<b>Supplemental Purpose</b>	<b>High Priority Systemic Challenge from CP</b>	<b>Action Step Description from the CP</b>
Instructional Equipment (unit cost >\$1500) ( <i>Example: Student Computers, Smart Boards</i> )					
Allowable materials to support instructional program					
Allowable software/subscriptions to support instructional program					
Allowable supplemental instructional books for FY14 ( <i>Name supplemental consumable workbooks, library or classroom books</i> )					
Title I EC funds for supplemental student instruction in core areas (after school, Saturday, etc.)					
Contracts / LCAs– for vendors working with students to improve student achievement in core areas					
Other – Be Specific					

**B. TITLE I PROFESSIONAL DEVELOPMENT FUNDS (5% or 10% of Title I Funds):**

### Teachers/Staff

[illegible]

**Other Professional Development (PD) Expenditures:***Please be specific and detail all intended expenditures, including contracts.*

<b>Type of expenditure</b>	<b>Item(s) to be Purchased</b>	<b>Budgeted Amount</b>	<b>Supplemental purpose/ Turnaround plan</b>	<b>High Priority Systemic Challenge from CP</b>	<b>Action Step Description from the CP</b>
Part-time staff salaries for PD in core areas (tsd/tld for afterschool, Saturday, etc.) Object 1611					
PD contracts/LCAs – include turnaround plan Object 3291					
Travel/Conferences- include turnaround plan					
PD books/materials (specify focus of PD topics aligned to core content area) Object 6000					
Online PD Subscriptions/programs					
Institutional memberships to professional organizations					

**C. TITLE I PARENTAL INVOLVEMENT FUNDS (1% set-aside of Title I funds):**

*Please note that all Title I parental involvement initiatives should be aligned to those initiatives checked in Assurance 21 found on pages 10 and 11 in the Comprehensive Plan.*

**Full Time Personnel**

Type of position	Number of Positions	Budgeted Amount	Purpose	Comments	High Priority Systemic Challenge from CP	Action Step Description from the CP

**Other Parent Involvement Expenditures**

*Please be specific and detail all intended expenditures, including contracts.*

Type of expenditure	Item(s) to be Purchased	Budgeted Amount	Purpose	High Priority Systemic Challenge from CP	Action Step Description from the CP
Instructional materials for Title I appropriate workshops/meetings					
Food for Title I Appropriate workshops/meetings					
Contracts/LCAs for Title I appropriate workshops					

Attendance at Title I allowable parent conferences – include plans for follow-up					
Books and Materials for parents to use at home with their children- to be accompanied by training					
Printing/Postage for Title I allowable parent documents/correspondence through District offices					
Other – Be Specific					

### **III. SCHOOL IMPROVEMENT FUNDS**

(If applicable- formula grant based on 2012-2013 school improvement status.)

[illegible]



#### **IV. ADDITIONAL GRANTS**

Please list any additional grants in your building and the plan for purchases and expenditures from these grants (exceptions: IDEA-B, ROTC, DOL). Examples include SSIG, SLC, Perkins, GEAR Up, etc.

### Grant 1:

[illegible]

## Grant 2:

[illegible]

### Grant 3:

[illegible]

### Grant 4:

[illegible]

### Grant 5:

[illegible]

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**Assurance:**

☐ The school has a plan for assisting preschool children in the transition from early childhood programs to the local school program.  
(Elementary school only)

**Please attach copies of agendas and sign in sheets from parent meetings held for input into the**

**1) Comprehensive Plan**

**2) Budget**

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PRINCIPAL'S SIGNATURE

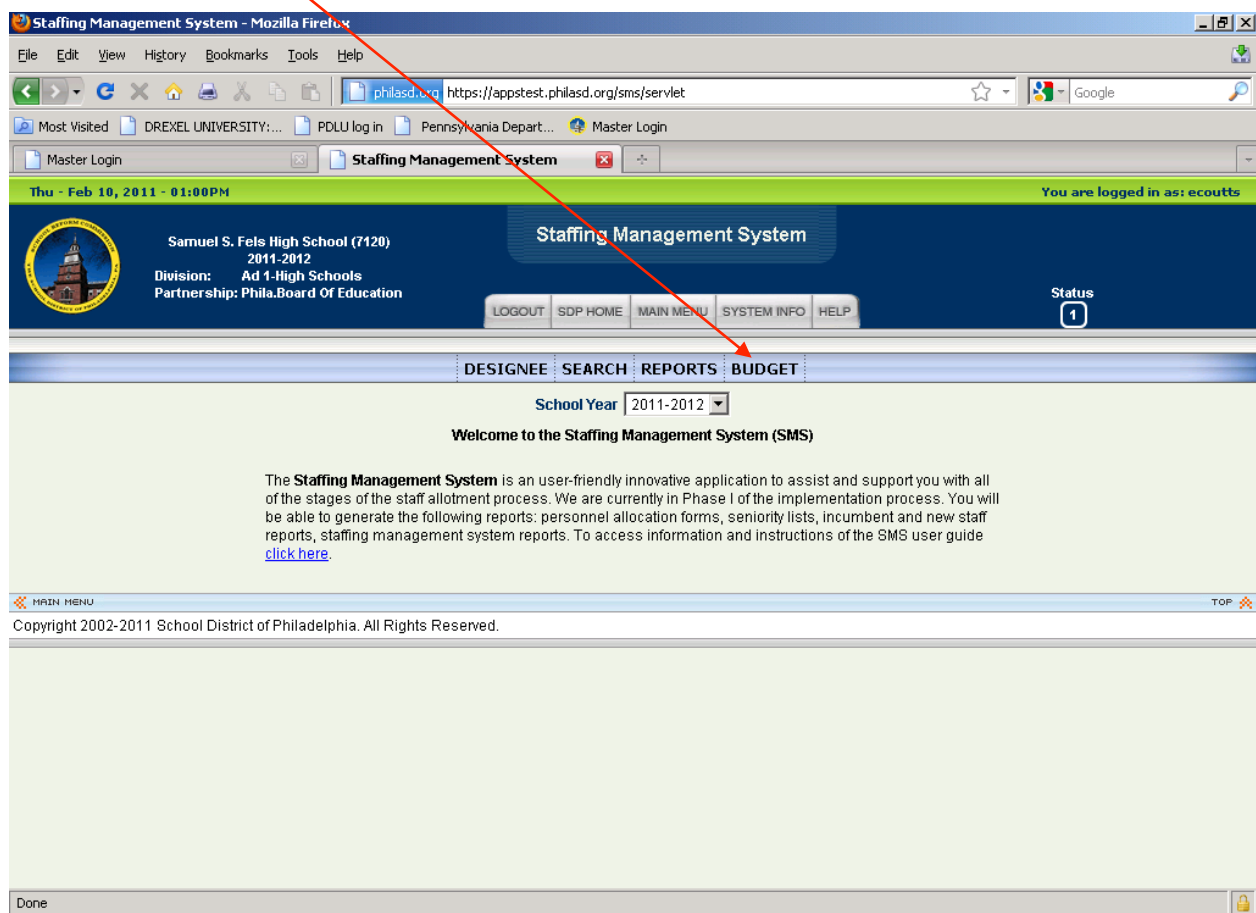
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GCM SIGNATURE

## Appendix H: Tips for Using the Staffing Management System (SMS)

### Getting Started

1. Enter the School District Website: **[www.philasd.org](http://www.philasd.org)**
2. Select **Login** to enter the District's Web applications.
3. Log in using your District username and password
5. Launch the Staffing Management System (SMS) application
6. Click on **BUDGET** in the light blue strip, below the Main Tabs



7. SMS defaults to the “Summary” screen, which shows total dollars in all budgets.

	Basic Operating		Desegregation		Special Ed High Incidence		Special Ed Gifted		Title I Basic		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Classroom Instruct Elem	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
Counseling Services	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
High Incidence Support	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
Non Teaching Assistants	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
Noon Time Aides	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
Paraprofessional Elem	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
Parental Involvement	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
Prep-Time Support Elem	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
Prep-Time Support Secondary	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
Sch Op-Business & Finance	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
School Admin & Clerical Supp	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>Teacher Allotment</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>
<b>Sub Total</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>0</b>
<b>Budgeted Total</b>		<b>4,722,670</b>		<b>48,975</b>		<b>645,050</b>		<b>19,922</b>		<b>467,360</b>		<b>5,903,977</b>
<b>Purchased Total</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>0</b>
<b>Variance</b>		<b>4,722,670</b>		<b>48,975</b>		<b>645,050</b>		<b>19,922</b>		<b>467,360</b>		<b>5,903,977</b>

Below the “Summary” selection, find the name of the funding source you want to work with to begin the budget development process.

## General Information

1. SMS defaults back to the “Summary” page when you open or close the application.
2. Every Budget Form is linked to the Personnel Allotment; therefore, a position purchased on any budget form automatically updates the Personnel Allotment form.
3. The method for selecting, adding, changing, saving, canceling, submitting, and rejecting a form is the same for all forms.
4. If changes were entered without selecting the “save” or “add” button, the “Cancel” button will take you back to the last saved data.
5. All Budget Forms are programmed to ensure that total purchases equal total dollars allocated to a school. An error message will appear if you are over or under budget.
6. In FY14, the \$100 per Teacher allocation will NOT be automatically calculated on every form for every Teacher position selected.



## Functional Selections on the Budget Form

1. Error messages appear in red in this section of the form.

Print Report

The screenshot shows the Staffing Management System (SMS) interface. The top navigation bar includes links for LOGOUT, SDP HOME, MAIN MENU, SYSTEM INFO, and HELP. The left sidebar contains a 'School Year' dropdown set to '2011-2012' and a list of navigation links: Summary, Operating, Sp Ed High Inc, Sp Ed Gifted, Title I, --Central--, ESOL, Music, Security, Nurse, and History. The main content area displays a 'Special Ed High Incidence' summary table with the following data:

Category	Value
Special Ed High Incidence	1,278,250
Allotment	1,278,250
Budgeted Total	1,278,250
Purchased Total	0
Variance Total	1,278,250

Below the summary table is a 'Full-Time Position Selections' table with the following data:

PID	Position Name	Subject	Activity	10-11	11-12	Cost	Total \$	Notes
A923500	Mentally, Physically Impaired, Lm Dis	Learning Support	High Incidence Support	13.00	0.00	94,500	0	
Total Full-Time Positions				13.00	0.00		0	

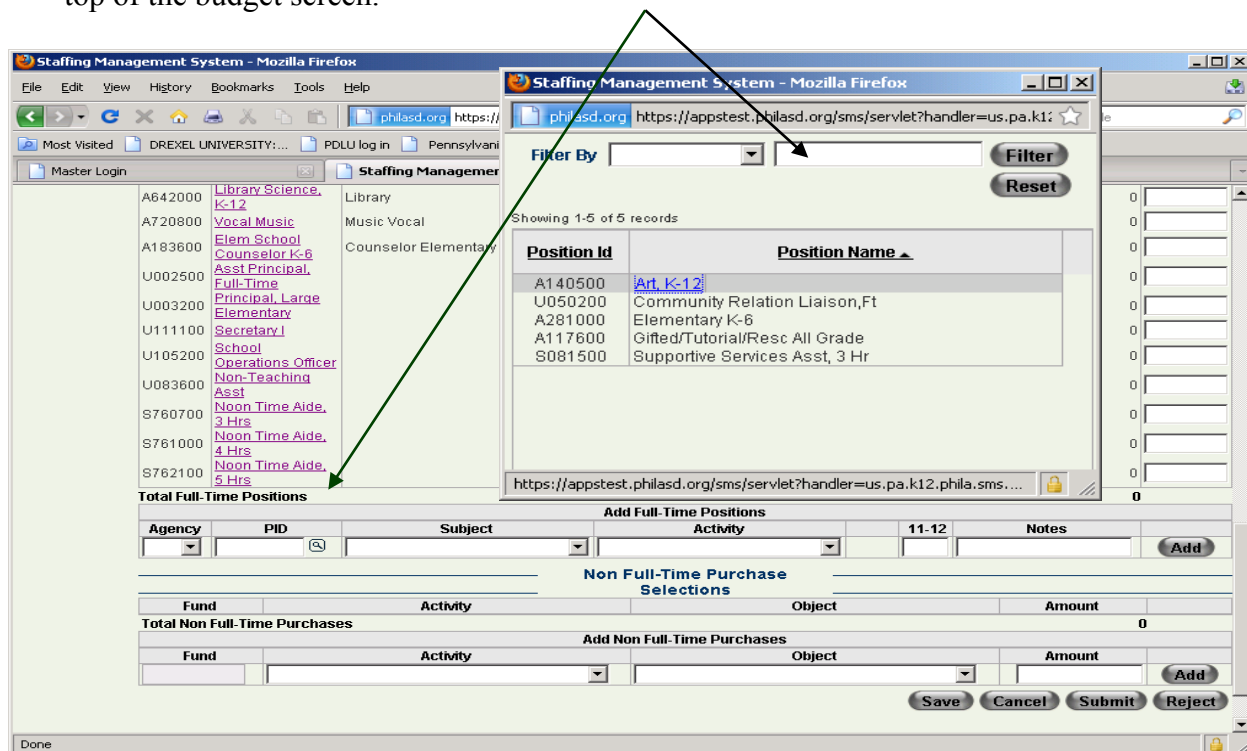
At the bottom of the form, there are buttons for 'Save', 'Cancel', 'Submit', and 'Reject'. Arrows point from the 'Print Report' text to the 'Print' icon in the top right, and from the 'Error messages appear in red' text to the 'Full-Time Position Selections' table.

7. Click “**Save**” as often as possible and always before exiting a form.
8. Select “**Cancel**” to return to the last saved and added data.
9. Select “**Submit**” once on any form after the final review to approve all forms. This year, Principals will not be submitting until their scheduled budget review.
10. “**Reject**” is only for OMB, SRS, and Academic Division Approval Levels.

## Full-Time Position Selection

1. Prior year positions will automatically populate as the grayed area.
2. Enter new school year position allocation in the blank white area of this section. Total allocation selections should not exceed allocated dollars.
3. Notes column is available to indicate special circumstances.
4. A complete listing of position ID numbers is available through the Help tab on SMS.

5. The PID pop up menu appears when you enter the Agency code (the 3-digit School Number) and click on the magnifying glass icon next to the PID box. Select the correct PID from the drop down list. If you are unsure about a PID, go to the Allotment or Assignment Tab at the top of the budget screen.



6. To add a full - time position, enter the Agency, PID, Subject, and Activity using the dropdown menus. You must select PID before the system will allow you to select the Activity and Subject.
7. Put in the number of positions you are purchasing. Positions can be purchased in whole numbers or in decimals. If you are split-funding a position, it is recommended that you use the Notes section to indicate the other funding source.
8. When you are finished entering the information, click “**Add**” to add the position.
9. Positions included in the PID drop down menu will automatically populate under the Full-Time position area.
10. PIDs will only appear for your school if you have had the position in the past. **If a desired position is not in the PID drop down menu, contact Penny McClay (plmcclay@philasd.org), and the position will be added to your school’s SMS application within approximately 24 hours.**
11. Please be sure to have all positions added **prior** to coming to the budget review process so that your budget can be approved at the close of your review.

### Non Full-Time Purchases

1. Unlike Full-Time Positions, your supplemental purchases from last year are not listed. You **MUST** add to them to each budget form.
2. Examples of Non Full-Time (NFT) purchases include the following:
  - Per Diem
  - Extra-Curricular
  - Summer Reorganization
  - Overtime
  - Professional Development (Title I only)
  - Parent Food (Title I only)
  - Contracted Services
  - Materials/ Supplies, Books/ Instructional Aids, Equipment
3. To enter a Non Full-Time position, select the **ACTIVITY** drop down menu and choose the correct Activity.

The screenshot displays the 'Staffing Management System' interface in Mozilla Firefox. The main table lists various positions with columns for Agency, PID, Subject, Activity, 11-12, and Notes. Below this table, there are sections for 'Add Full-Time Positions' and 'Non Full-Time Purchase Selections'. The 'Non Full-Time Purchase Selections' section includes a table with columns for Fund, Activity, Object, and Amount. Below this table, there is a section for 'Add Non Full-Time Purchases' with a dropdown menu for Activity. A black arrow points from the 'ACTIVITY' dropdown menu in the 'Add Non Full-Time Purchases' section to the 'Classroom Instruct Elem' option in the dropdown list.

Agency	PID	Subject	Activity	11-12	Notes
U002500		Counselor K-6			
U003200		Asst Principal, Full-Time			
U111100		Principal, Large Elementary			
U105200		Secretary I			
U083600		School Operations Officer			
S760700		Non-Teaching Asst			
S761000		Noon Time Aide, 3 Hrs			
S762100		Noon Time Aide, 4 Hrs			
		Noon Time Aide, 5 Hrs			
<b>Total Full-Time Positions</b>				<b>51.10</b>	<b>0.00</b>

Fund	Activity	Object	Amount
<b>Total Non Full-Time Purchases</b>			<b>0</b>

Fund	Activity	Object	Amount
	Classroom Instruct Elem		
	Ec - School Activity		
	Educational Technology		
	Libraries		
	Maintenance		
	Non Teaching Assistants		
	Noon Time Aides		
	Paraprofessional Elem		

4. Select the **OBJECT** drop down menu and choose the correct Object.
5. Type in the purchase amount, then click on “Add” to add your purchase. Purchases will be listed in the “Non Full-Time Purchase Selections” part of the form.
6. Contractual extra curricular time (elementary schools only) must be entered on the Operating Budget form. The minimum dollar amount is provided at the top of the Operating Budget page. To determine the number of hours that have been budgeted for Contractual Extra Curricular, divide the total dollar amount entered by the Teacher EC rate provided in Appendix G.

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7. For all other Extra Curricular, Professional Development, Overtime and Per Diem Services, please use the rates provided in Appendix G to determine how much to budget for each position.
  8. Changing or deleting a NFT purchase: once a NFT purchase is added and listed in the “Non Full-Time Purchase Selections” part of the form, you cannot change Fund/ Activity/ Object; you can only change the dollar amount. If the same purchase is added, the added line will replace the existing purchase. To change the Fund/ Agency/ Object, add a new line using the same procedure used to make a new NFT purchase. To delete a NFT line, put a **“0”** in the amount box.

### **Using the Title I Form**

1. Title I Minimum Set Asides (Parental Involvement and Professional Development) are listed at the top of the Title I form and an error message will appear in red until your **minimum** Set Asides have been met.
2. If 100% of a position is used for Classroom Instruction or Parental Involvement, use the Activity Drop Down menu to indicate this.
3. When entering a Title I teaching position that is both Professional Development and Classroom Instruction (Literacy Lead, Math Lead, etc.), the position must be entered into the system on two lines: one line for the Classroom Instructional Activity Code and one line for the Professional Development Activity Code. The position must be divided in decimal increments.
4. Please note that these positions are grade teachers and should be listed as Grade Teacher – Literacy or Math Lead.
5. **Example:** One Grade Teacher - Literacy Lead position would be listed on SMS as 0.8 Classroom Instruction, 0.2 Professional Development (or any other combination that has been approved in coordination with your Grants Compliance Monitor). Documentation forms for their PD activities would have to be maintained.

## **Appendix I: Contact Information**

### **I. Office of Management and Budget**

Main Number: 215-400-4510

Fax Numbers: 215-400-4511, 215-400-4512

#### **School Area Budgets**

<b>Name and Position</b>	<b>Telephone</b>	<b>E-mail</b>
Kathryn Jones, Senior Financial Analyst <i>Contact for Middle and High School budgets</i>	215-400-5455	kajones
Latanya Vicks, Financial Analyst <i>Contact for Elementary school budgets</i>	215-400-5746	lvicks
Sidney Jones, Budget Operations Assistant <i>Contact for EBARs and Prep Time Payback</i>	215-400-6648	sihjones

### **II. Office of Grant Fiscal Services**

Main Number: 215-400-4510 (Press #2)

Fax Numbers: 215-400-4511

<b>Name and Position</b>	<b>Telephone</b>	<b>E-mail</b>
Maureen Edozie, Director	215-400-3084	medozie
Bill Higgins, Principal Financial Analyst	215-400-5467	whiggins
Barry London, Principal Financial Analyst	215-400-5424	blondon
Mervyn Becker, Senior Financial Analyst	215-400-5495	mebecker
Delores Hawkins, Senior Financial Analyst	215-400-5441	dehawkins
Halina Jakubowska, Senior Financial Analyst	215-400-5443	hjakubowska
Anthony Pane, Senior Financial Analyst	215-400-5446	apane
Barbra Bell, Financial Analyst	215-400-5458	bpignatelli
Anthony Draper, Financial Analyst	215-400-5932	adraper
Elana Felberg, Financial Analyst	215-400-6527	efelberg
Roger Haynes, Financial Analyst (Currently on Military Leave)	215-400-6680	rhaynes
Janifer Clayton, Financial Management Trainee	215-400-6837	jclayton2
Latona English, Financial Management Trainee	215-400-6385	lenglish
Denique Felder, Financial Management Trainee	215-400-6821	dfelder
Brittany Fields-Ford, Financial Mgmt Trainee	215-400-6842	bfieldsford
Ken Hassinger, Financial Management Trainee	215-400-5359	khassinger
Rikai Pittman, Financial Management Trainee	215-400-6839	rpittman2
Bory Sou, Financial Management Trainee	215-400-5904	bsou
Jesse Willgruber, Financial Management Trainee	215-400-5819	jwillgruber
Gale Goodman, Budget Operations Assistant	215-400-6259	ggoodman

### III. Office of Grants Development and Compliance (OGDC)

Office of Grants Development: 215 400-4150

Office of Grants Compliance: 215 400-4220

### IV. Offices that Allocate Resources to Schools

**Office:** Office of School Resources to Schools

**Resources:** Regular Education Teachers and Prep Teachers; Class Size Reduction Teachers; 504 Accommodations

**Contact:** Judith Adams 215-400-5726 judithadams

**Office:** Office of Specialized Services (OSS)

**Resources:** Special Education Staff (High Incidence and Low Incidence); Special Education materials and supplies; Special Education Liaisons (SELs)

**Contacts:** Belinda Miller, Interim Deputy Chief 215-400-5647 belmiller

**Office:** Office of Multilingual Curriculum and Programs

**Resources:** ESL Teachers, Bilingual Teachers

**Contact:** Deborah Wei, Interim Deputy Chief 215-400-6653 dwei

**Office:** Early Childhood Education

**Resources:** School Age Parents/ ELECT Program

**Contacts:** Jenna Monley, Program Manager 215-400-5744 jmonley

**Office:** Student Health Services

**Resources:** School Nurses

**Contacts:** Tracey Williams, Director 215-400-4170 twilliams2

**Office:** Office of School Safety

**Resources:** School Police Officers

**Contact:** Brendan Lee, Executive Director, School Safety 215-400-6012 brlee