

The School District of Philadelphia

Guide to School Budgets 2014-2015



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INTRODUCTION

This Guide to School Budgets is intended to provide School District of Philadelphia (SDP) principals, School Advisory Councils (SACs), and other stakeholders with useful information about the resources included in school budgets. It is also intended to ensure transparency in the budgeting process by providing stakeholders with information regarding the methodologies utilized by the District to allocate resources to schools. School budgets were developed based on FY15 revenue projections. Should actual revenues be higher or lower than projected, school budgets may need to be adjusted.

SCHOOL BUDGETS AND PRINCIPAL AUTONOMY

SDP schools are allocated dollars and personnel in accordance with the resources outlined in this guide. In order to provide educators with the ability to adapt resources to meet students' needs, SDP principals have the autonomy to reallocate their **basic operating** dollar amounts for different purposes.¹ Centrally allocated positions and resources (e.g., special education teachers or multilingual specialists) may not be reallocated for other purposes. Additionally, schools can pool resources to share part-time positions (see Appendix A for more information on reallocating positions). It is strongly preferred that schools choosing to pool resources work with other schools within their learning network; the District will consider inter-network resource sharing on a case-by-case basis. All school budgets must be 1) aligned to the Comprehensive Planning Document; 2) developed in consultation with the school's SAC or commensurate stakeholder advisory group; 3) approved by the assistant superintendent overseeing the school; and 4) compliant with grant requirements as outlined in this document.

AVERAGE COSTS

The majority of a school's budget is expended on employees' salaries. SDP uses an average cost method where schools are charged the average cost to the District for each staff position, rather than the actual cost of the specific employee.

Average cost for school positions is calculated using projected employee salary and benefits data grouped by title (e.g., principal, teacher) and school level (e.g., elementary school, middle school). Salary data are generated from a download of actual SDP employees taken from the District's financial system each winter. Owing to the salary freezes in effect for most SDP employees, most of the growth in average costs is a result of increases in benefits costs. An example of the calculation for elementary school teachers is shown below (see Appendix B for the full list of average costs and an explanation of the calculation methodology).

FY15 Average Teacher Cost – Elementary Schools

Classification Group Name	Title Name	FTE	Salary Amount	Benefit Amount	Salary and Benefits Total
School Counselor, 10 mos	School Counselor, 10 Months	131.33	\$9,492,736	\$6,010,364	\$15,503,100
Teacher, 10 mos	Teacher, Full Time	3,182.64	\$217,585,876	\$139,874,587	\$357,460,463
Teacher, 10 mos	Teacher, Spec Education	4.08	\$256,425	\$172,701	\$429,126
Teacher, 10 mos	Teacher, Demonstration	19.04	\$1,526,525	\$929,115	\$2,455,640
Teacher, 10 mos	Teacher, Full Time	10.84	\$780,699	\$495,528	\$1,276,227
	FY15 Projected	3,347.93	\$229,642,260	\$147,482,295	\$377,124,555
	Average Cost		\$68,600	\$44,100	\$112,700

¹ Summer Reorganization funding cannot be reallocated for other purposes. Additional information regarding use of Summer Reorganization funding is provided on page 2 of this document.

BASIC OPERATING BUDGETS

The table below details the resources that constitute a school's basic operating budget.

Position/ Resource	Allocation Method	
Teachers	<p>Schools are allotted a sufficient number of regular education teachers to meet specified class size limits and to provide prep time for each teacher. Special education teachers are allocated separately, as detailed in the Centrally Allocated Resources section of this document. Class size limits are as follows:</p> <p>Grades K-3: 30 students Grades 4-12: 33 students Career and Technical Education Schools: 24 students</p> <p>See below for additional details on the teacher formulas for each school level.</p> <p>Additionally, Kindergarten teachers are primarily funded with grants; approximately 11 percent of Kindergarten costs are funded through the operating budget.</p>	
Principal	One principal per school	
Assistant Principals	0-699 students: No assistant principal 700-1,349 students: One assistant principal 1,350-1,999 students: Two assistant principals 2,000-2,649: Three assistant principals Over 2,649 students: Four assistant principals	
Counselors	<u>Elementary and Middle Schools</u> 0-524 students: 0.5 counselor 525-949 students: One counselor Over 949 students: Two counselors	<u>High Schools</u> 0-949 students: One counselor 950-1,599 students: Two counselors 1,600-2,249 students: Three counselors Over 2,249 students: Four counselors
Secretaries	0-1,149 students: One secretary 1,150-2,249 students: Two secretaries Over 2,249 students: Three secretaries	
Noon Time Aides (3 hour)	0-299 students: Two noon time aides 300-449 students: Three noon time aides 450 -599 students: Four noon time aides 600-749 students: Five noon time aides 750-949 students: Six noon time aides	950-1,249 students: Seven noon time aides 1,250-1,599 students: Eight noon time aides 1,600 – 1,999 students: Ten noon time aides Over 1,999 students: Twelve noon time aides
\$100 Teacher Allotment	\$100 per teacher	
Summer Reorganization	Schools must pay staff for a specific number of days of Summer Registration/ Reorganization. ²	
	<u>Elementary Schools</u> 10 days for secretaries (daily rate=\$248.78)	<u>Middle and High Schools</u> 10 days for secretaries (daily rate=\$248.78) 10 days for roster chair (daily rate=\$534.99)
Discretionary Funds	\$40 per student These funds may be used to meet various school and student needs (e.g. paper, textbooks, computers, extra-curricular activities, parent outreach, etc.)	

² In FY15, Summer Reorganization days (10 days) and Professional Development days (5 days) for Principals/Assistant Principals (10 months) will NOT be included in the Summer Reorganization allotment; the funding will be in a central budget code. Principals/Assistant Principals will be required to submit a 324 with Assistant Superintendent's signature for reimbursement.

Based on projected staffing, each school must calculate its projected Summer Reorganization costs or request that the Office of Management and Budget (OMB) calculate its projected Summer Reorg costs and budget accordingly. Any difference between the budgeted amount and the amount used may NOT be used for other purposes. However, if actual costs exceed the budgeted amount, then the difference must be transferred from another part of the school budget.

Enrollment Driven Regular Education Teacher Allocations	
Elementary Schools	Middle Schools Ratio
Kindergarten – Grade 3 Ratio: 30 to 1 Grades 4 – 8 Ratio: 33 to 1	Ratio: 22.5 to 1
Prep Time: $(.175 \times \text{Number of Teachers}) + (0.066 \times \text{Number of 7}^{\text{th}} \text{ \& } 8^{\text{th}} \text{ grade teachers})$	Prep time is included in the ratio, resulting in a class size ratio of 33 to 1
High Schools	CTE High Schools
First 700 Students Ratio: 24 to 1 Students Above 700 Ratio: 26 to 1	First 700 Students Ratio: 19.9 to 1 Students Above 700 Ratio: 22.9 to 1
Prep time is included in the ratio, resulting in a class size ratio of 33 to 1	Prep time is included in the ratio, resulting in a class size ratio of 33 to 1

Note: Final allocations may differ slightly due to rounding

School Operating Budgets Examples

The chart below provides examples of school budgets based on the allocation methodology described above. While schools are allocated funds sufficient to purchase the allotments shown below, principals may repurpose funds based on the needs of their school.

	<u>School A</u>	<u>School B</u>	<u>School C</u>	<u>School D</u>	<u>School E</u>	<u>School F</u>	<u>School G</u>
	Neighborhood Elementary School	Small High School	Special Admit High School	Large Comprehensive High School	Middle School	Large K-8 School	CTE High School
Enrollment	328	463	1,299	2,869	582	1,299	659
Regular Ed Teachers	13.2 (includes 2 Kind. teachers*)	15.4	56	103.2	24.2	50.2 (includes 5 Kind. teachers*)	30.6
Principal	1	1	1	1	1	1	1
Assistant Principals	0 (enrollment <700)	0 enrollment <700)	1 (enrollment between 700 & 1,349)	4 (enrollment >2,649)	0 (enrollment <700)	1 (enrollment between 700 & 1,349)	0 (enrollment <700)
Counselors	0.5 (ES; enrollment <525)	1 (HS; enrollment <950)	2 (HS; enrollment between 950 & 1,599)	4 (HS; enrollment >2,249)	1 (MS; enrollment between 525 and 949)	2 (ES; enrollment >949)	1 (HS; enrollment <950)
Secretaries	1 (enrollment <1,150)	1 (enrollment <1,150)	2 (enrollment between 1,150 & 2,249)	3 (enrollment > 2,249)	1 (enrollment <1,150)	2 (enrollment between 1,200 & 1,500)	1 (enrollment <1,149)
Noon Time Aides	3 (enrollment between 300 & 499)	4 (enrollment between 450 & 599)	8 (enrollment between 1,250 & 1,599)	12 (enrollment >1,999)	4 (enrollment between 450 & 599)	1 (enrollment between 1,150 & 2,249)	5 (enrollment between 600 and 749)
\$100 Teacher Allotment	\$1,320 (\$100 x 13.2 teachers)	\$1,540 (\$100 x 15.4 teachers)	\$5,600 (\$100 x 37.4 teachers)	\$10,320 (\$100 x 103.2 teachers)	\$2,420 (\$100 x 24.2 teachers)	\$5,020 (\$100 x 50.2 teachers)	\$3,060 (\$100 x 30.6 teachers)
Summer Reorganization	Secretary: 10 days	Secretary: 10 days Roster Chair: 10 days	Secretary: 10 days Roster Chair: 10 days	Secretary: 10 days Roster Chair: 10 days	Secretary: 10 days Roster Chair: 10 days	Secretary: 10 days	Secretary: 10 days Roster Chair: 10 days
Discretionary Funds	\$13,120 (\$40 x 328 students)	\$18,520 (\$40 x 463 students)	\$51,960 (\$40 x 1,299 students)	\$114,760 (\$40 x 2,869 students)	\$23,280 (\$40 x 582 students)	\$51,960 (\$40 x 1,299 students)	\$26,360 (\$40 x 659 students)
Total Basic Operating	\$1,407,448	\$2,280,207	\$7,784,634	\$13,921,130	\$3,321,054	\$5,066,852	\$4,092,020

Note: Kindergarten teachers are primarily grant funded. Only a portion of their salaries is applied to the operating budget.

CENTRALLY ALLOCATED RESOURCES

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

Please note that centrally-determined resource levels for the 2014-2015 school year are preliminary and subject to change. Final resource allotments may be determined by assessments that have yet to be conducted or for which results have yet to be received. Adjustments may also be made in the fall when actual school enrollments are determined.

Special Education

Special education teachers are allocated based on the following factors: number of students enrolled; type of program or support enrolled students receive; age range of students; and level of special education service. A student's "level of service" is the amount of service and support needed from a specially certified special education teacher/related service provider. There are three levels of service that indicate the percentage of time in a school day that a student receives special education services: Itinerant (20% or less of the day); Supplemental (between 20% and 80% of the day); and Full-time (80% or more of the day). State regulations specify maximum student caseloads for differing disabilities with varying levels of service, as well as the range of ages a special educator can serve. Some students may require highly intensive services in more restrictive environments with smaller class sizes. Classroom assistants may be allocated to these classes based on enrollment to support classroom teachers.

To ensure full compliance with federal laws and regulation, the Grants Compliance Office will be visiting schools to assess whether special education personnel are serving in their intended capacity. Personnel not fulfilling their intended roles will be reallocated.

Career and Technical Education (CTE)

The Office of Career and Technical Education allocates resources using a formula that multiplies the enrollment in CTE programs by the number of credits that students earn in the program. The per student amount available to be allocated is determined annually by the amount of the Perkins grant award (a federal grant administered by the Pennsylvania Department of Education) and CTE state subsidy that the District receives. These funds can be used for consumable supplies, textbooks, and other needs to support the delivery of CTE programs. Two examples are provided below.

Additionally, the Office of Career and Technical Education allocates a small number of teachers to schools for a two year period to support the creation of new CTE programs.

School	CTE Enrollment by Grade	Credits Earned	Per Student Amount	Allocations	Total Allocation
School A	10 th – 125	2	\$12.75	\$3,187.50	\$10,327.50
	11 th – 115	2		\$2,932.50	
	12 th – 110	3		\$4,207.50	
School B	10 th - 53	1	\$12.75	\$675.75	\$4,245.75
	11 th - 75	2		\$1,912.50	
	12 th - 65	2		\$1,657.50	

Note: Examples provided are for illustrative purposes only. Actual allocation will be determined based on the amount of the Perkins grant and the state subsidy.

Pre-Kindergarten Programs (Pre-K)

Pre-K program resources are deployed based upon a combination of the existing need for such services within the surrounding community and the physical space available within a building to house program-related activities for children ages 3 to 5. The School District of Philadelphia provides Pre-K educational services to approximately 8,500 age- and income-eligible children through its own Head Start and Bright Futures programming, as well as through formal partnership agreements with over 50 high-quality, community-based early learning agencies. Sixty-nine District schools currently host Pre-K programs. Schools with Pre-K programs receive one certified lead teacher and one qualified teacher assistant for each Pre-K classroom, one noon-time aide per program site, and an additional noon-time aide wherever there are three or more classrooms at a single location. Sites also receive funds for materials and supplies based on need. Five examples are provided below.

	School A	School B	School C	School D	School E
Pre-K Enrollment	20	38	60	76	100
Classrooms	1	2	3	4	5
Teachers	1	2	3	4	5
Teacher Assistants	1	2	3	4	5
Noon-time aides	1	1	2	2	2
Materials and Supplies	\$846.16	\$1,426.15	\$1,775.87	\$2,123.23	\$3,193.23

Note: Materials and Supplies figures listed here are from final 2012-2013 expenditures.

504 Accommodations for Staff

The Americans with Disabilities Act requires employers to provide work place accommodations for employees with disabilities so that they can perform their jobs. Requests for accommodations are submitted to Employee Health Services, and if necessary, are reviewed by a doctor. Requests are considered on a case-by-case basis. Allocations for the 2014-2015 school year will be made as requests are received and approved.

English for Speakers of Other Languages (ESOL) Teacher Allocation

ESOL teacher allocation is determined by the number of students identified as English Language Learners (ELLs) and the level of support required at various proficiency levels as determined by the ACCESS language proficiency test. There are six proficiency levels: Level 1 (Entering), Level 2 (Beginning), Level 3 (Developing), Level 4 (Expanding), Level 5 (Bridging), and Level 6 (Reaching). Students who have been designated as an English Language Learner and have started but did not complete the ACCESS test are coded as Level 7 (Other). Alternate considerations are made for special admission and city-wide admission schools as mandated by a consent decree resulting from past litigation related to services for ESOL students. Six examples are provided below.

School	ELL Count by Level								Formula					Allocation
	1	2	3	4	5	6	7	Total	Levels 1 + 2	Level 3 × .5	(Levels 4 + 5 + 6 + 7) × 0.25	Total	Total/ 30	
School A	3	1	5	0	0	0	0	9	4	2.5	0	6.5	0.22	0.00
School B	0	0	0	0	0	0	3	3	0	0	0.75	0.75	0.03	0.00
School C	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00
School D	72	89	111	119	43	13	51	498	161	55.5	56.5	273	9.10	9.00
School E	9	14	19	23	1	1	1	68	23	9.5	6.5	39	1.30	1.50
School F	48	40	53	55	9	1	6	212	88	26.5	17.75	132.25	4.41	4.50

School Police Officers

School Police Officers are allocated to schools by the Office of School Safety based on a combination of the following criteria: enrollment; annual number of serious incidents reported at each school; number of school suspensions; size of the school; and status as a “persistently dangerous” school, a “focus” school, or a “receiving” school. Five examples are provided below.

School	School A	School B	School C	School D	School E
Enrollment	607	2,312	618	313	317
Incidents	7	24	23	6	0
Suspensions	29	13	125	0	26
Square Footage	144,000	214,000	240,000	108,000	120,000
Status	Receiving		Receiving		
School Police Officers	2	3	3	2	1

Philly Plus

Principal Residents participating in the Philly Plus program are selected as part of an application process managed by The New Teacher Project (TNTN). SDP principals desiring to be mentors for principal residents are required to submit an application. Selections will be made by the District in conjunction with TNTN. Once selected, the Office of Talent and TNTN will match residents with selected schools. Funds for the principal resident positions are included in the budget for the Office of Talent.

GRANTS

This section describes funds distributed through the major grants programs that are operated by the District, as well as the rules governing the use of these funds. These resources must be used for the purposes prescribed by the granting agency, and cannot be reallocated for other purposes.

Title I (A)

Title I (A) (TI) 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 2014-15 school budget process is initially rolled out and then re-evaluated when operating dollars are added or subtracted from schools, if that should occur. It is possible that schools will need to revise the initial allocation of their operating and Title I budgets to ensure compliance.

Purpose and Allowable Usages of Title I Funds

The purpose of the Title I 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. Both the U.S. Department of Education and the Division of Federal Programs at the Pennsylvania Department of Education 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 through that investment.

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 federal Cost 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 we feel comfortable?
- Allocable: Is this purchase in proportion to the value received by the program?

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

Restricted Usages of Title I Funds

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 C for detailed information regarding the use of Title I grant funds.

Title I Personnel Purchases:

- 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 2014-15 school year prior to the addition of supplemental Title I staff.
- Teachers are allocated based on the criteria outlined in the School Basic Operating Budgets and the Centrally Allocated Resources (Special Education and English Speakers of Other Languages) sections of this guide.

Principals will be allowed to trade-in teaching positions which may result in increased class size in order to purchase other position types. However, if the principal elects to trade-in operating teaching positions that increase class size above the class size limits, a Title I teaching position(s) CANNOT be purchased to reduce class size as that violates the federal rule against supplanting.

- Counselors: In order to use Title I funds for a supplemental counselor, a school MUST have at least one counselor purchased with operating funds. Once this requirement has been fulfilled, Title I funds may be used to purchase a supplemental counselor with a justification supporting instruction provided in the Federal Budget Addendum. No school will be able to purchase a partially funded counseling position for this supplemental position.
- Assistant Principals (AP): For school year 2014-2015, Assistant Principals will NOT be a TI allowable position. Two reasons for this are: 1) limited funding and resources for the coming school year make it impractical to provide evidence of supplemental activities by the AP; and 2) various activities in the AP job description (e.g., observations, lunchroom duties, reinstatements) are not TI allowable.
- Additional Prep: Additional prep may be purchased with the justification in the Federal Budget Addendum on how this "additional Prep" is linked to providing additional instruction and/or Professional Development time.
- Librarian/Library Instructional Materials Assistant (LIMA): If a school chooses to buy a librarian or LIMA, schools with enrollments of 1,000 or greater must purchase the initial Librarian/LIMA from the operating budget. Schools with less than 1,000 students may use TI funds to purchase either position.
- Classroom Assistants/Supportive Services Assistants (SSAs): These positions may be purchased only to support instruction in any of the core classrooms. When combining an SSA and noon time aide position, the SSA can only be purchased from Title I for a 3-hour position.

Title I Non-Personnel Purchases:

- 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" in their Title I budgets. 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.

Allocation Amount and Methodology:

The total amount of Title I funds that the District currently plans to allocate to schools in FY15 is \$77,520,389. The per school allotment of Title I (A) funds is based on two independent methodologies:

1. **Poverty Distribution** – Dollars are allocated based on the number of children living in circumstances of poverty 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 children living in circumstances of poverty was distributed in schools across the District as equally as possible across 5 tiers with schools rank ordered by poverty. 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	Poverty Range	Per Poverty Pupil Allocation
1	94.94% - 100%	\$667
2	93.63% - 94.89%	\$587
3	89.24% - 93.58%	\$568
4	82.77% - 89.09%	\$195
5	46.22% - 78.71%	\$135

- To calculate each school's total Title I (A) allocation, the Per Poverty Pupil Allocation is multiplied by the number of children living in circumstances of poverty as identified by the TANF/SNAP and the supplemental statistical adjustment.
- This same methodology was used to distribute school allocation in FY14, though the poverty ranges, the tiers, and the Per Poverty Pupil Allocations were different.

2. Priority and Focus School Distribution – NEW -The Commonwealth of Pennsylvania applied for and received a waiver from USDE regarding certain NCLB requirements. The waiver, among other things, abolishes the school improvement designations for each school building and school district. The waiver establishes a new accountability measure, the School Performance Profile (SPP), to measure the academic progress of all public schools. Title I schools, those with a high percentage of low-income students, will receive a federal designation of "Priority," "Focus," "Reward," or "Title I – No Designation" based on four annual measurable objectives:

- Student participation on the math and reading Pennsylvania System of School Assessment (PSSA) exams and the algebra I, biology and literature Keystone Exams;
- Student graduation or attendance rate;
- Closing the achievement gap of all students – reducing the number of students who score below proficient on the PSSA, Keystone Exams and the Pennsylvania Alternate System of Assessment (PASA) by 50 percent over a six-year period; and
- Closing the achievement gap of historically underperforming students – reducing the number of students with disabilities, economically disadvantaged and English language learners who score below proficient on the PSSA, Keystone Exams and the PASA by 50 percent over a six-year period.

The waiver stipulates that a district must allocate 20% of the FY15 Title I award off-the-top to provide "meaningful interventions" to Priority and Focus schools before any other Title I funds are allocated. Based on an SDP FY15 award estimate of \$136 million, Priority and Focus schools will be targeted to receive \$27.1 million dollars. The District decided to allocate these funds directly to Priority and Focus schools to be used for "meaningful interventions" which have not been defined by PDE except that those interventions must be consistent with existing activities allowable under Title I. The targeted Priority and Focus school dollars are allocated based on student enrollment as of October, 2013 (not poverty), and the dollars are in addition to the poverty distribution of dollars described above.

Given that Priority schools are in relative greater need of support than Focus schools, the allocation methodology is as follows:

- Per Student Allocation for Priority Schools: \$490 per student
- Per Student Allocation for Focus Schools: \$382 per student

- 3. Parental Involvement Distribution** – For 2014-2015, the District will be allocating Title I Parental Involvement funds strictly per the federal regulations. The District will calculate 1% of the District's entire Title I allocation for 2014-2015, set aside the required equitable share for participation of non-public programs, and then distribute the remaining 95% to schools to use as their minimum for Title I Parental Involvement. The 95% for parental involvement will be distributed to schools proportionally based upon each school's portion of the formula-driven Title I funds allocated to schools (see Item 1. Poverty Distribution). Schools will not be required to set aside additional Title I funds for parental involvement but may do so to increase the amount spent on this activity.

In FY15, the portion of Title I Parental Involvement funds to be distributed to schools, the 95% of the 1%, equals \$1,132,624. In the past, schools were required to set-aside 1% of their allocation for Parental Involvement. For FY15, the \$1,132,624 will be distributed to schools based on their proportional allocation of funds generated by the Poverty based formula. Again, schools may allocate more of their Title I allocation to the Parental Involvement activity.

- 4. Professional Development Activity** – The Commonwealth of Pennsylvania's Waiver to NCLB no longer requires a minimum professional development set-aside. However, as all District schools are Title I School-wide Programs, all schools are required to offer their teachers professional development in those areas that will best support increased student achievement. There may or may not be a cost for this professional development, depending on how and when the professional development is offered. Professional development must be addressed in the Comprehensive Planning document, regardless of the funding source. The decision on the amount to budget from Title I Professional Development, if any, will be made at the budget table between the Principal, the Assistant Superintendent, and the Grant Compliance Office.

Title II (A)

Title II(A) 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 2014-15 school budget process is initially rolled out and then re-evaluated when operating dollars are added or subtracted from schools, if that should occur.

Title II(A) has been used in the recent past to eliminate split-grade classrooms in the primary grades (1 through 4). Split-grade classrooms are those classrooms in which students from two different grades are assigned to the same classroom. In such scenarios, Title II(A) funds could be utilized to hire an additional teacher to eliminate the split-grade and reduce class size. Critical to the use of Title II(A) funds for this purpose is the federal principle that operating funds must be applied in an equitable fashion and that federal funds must *Supplement Not Supplant* state and local funds. Therefore, the methodology employed for the use of Title II(A) is that split-grade classrooms will be eliminated in grade "bands" (i.e., eliminate 3rd/4th split-grade classrooms, eliminate 2nd/3rd split-grade classrooms, eliminate 1st/2nd split-grade classrooms). To the extent Title II(A) funds are available, they will be used to eliminate the 3rd/4th grade splits and then 2nd/3rd grade splits, starting with the highest poverty schools within each band and serving schools in poverty order.

Based upon initial enrollment projections, anticipated split grades will be allotted teachers as described using Title II(A) funds and logic herein described during the school budget development phase in April. If a school receives a

split grade reduction teacher allotment and a principal trades off an operating teacher at the budget development meeting in April, the Title II(A) supplemental teacher will be withdrawn. If a principal trades-in an operating teacher position at the budget development meeting in April that creates a split grade classroom, a Title II(A) position will not be provided. The final determination of which schools receive split-grade elimination teachers will take place after class rosters are verified in the Fall. In September, the Grant Compliance Office will make school visits to determine the validity of the allocation and utilization of Title II(A) teachers to eliminate split-grade classrooms. If the split-grade classroom was, for example, the consequence of an operating teacher being traded-in, or if there is a teacher acting as a Dean of Students without a classroom of record, then the Title II(A) teacher(s) will be withdrawn from the school.

School Intervention Funds (Formerly School Improvement Funds)

Title I School Intervention Funds (1003a) are federal, formula driven grant funds from the Pennsylvania Department of Education's (PDE) Division of Federal Programs (DFP). The DFP 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 designated Priority and Focus in 2013-2014 that generate per school Title I School Intervention Fund grant allocations, and then these same schools receive these funds in 2014-2015.

Note: This represents a change. Since school improvement designations no longer exist, these funds, which used to be known as School Improvement Funds, are now allocated to Priority and Focus schools only.

Across the Commonwealth, for each Focus and Priority school, the DFP averaged the PVAAS values for all subjects/grades tested (maximum of 9 areas) and awarded accordingly:

- \$79,699 for schools that are above zero standard errors
- \$69,699 for schools that are above a minus two standard errors and not above zero as well as newly coded schools
- \$59,699 for schools that are below the minus two standard errors

Schools' Title I School Intervention Fund allocations had to be reduced by three off-the-top set asides that apply to grant funds: indirect costs (1.97%), audit (0.13%), and funds set aside to both manage and monitor grants compliance (1.79%).

Allowable Usages of School Intervention Funds

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

Purchases with Title I School Intervention 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 (14-15)? If asked to defend this purchase, would we 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 Intervention Funds generally 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 Intervention Funds. SISLs are *not* allowable with Title I, Part A funds. If a school wishes to purchase a SISL with Title I School Intervention Funds, the school will have to split-fund the position with another eligible funding source.

Restricted Usages of School Intervention Funds

Title I School Intervention Funds may not be used to provide basic requirements or mandated services needed to run an instructional program per the “Supplement Not Supplant” principle.

PROPOSED TEACHER SELECTION AND TRANSFER PROCESS – SPRING 2014

Identifying Transfers

Step 1: Principals review their 2014-15 school budget, determine staffing needs for their school and identify the appointment areas where they need to reduce staff.

Step 2: School Staffing confirms for principals the specific teachers eligible to be transferred and the vacant positions for their schools.

Step 3: The least senior teacher within the affected appointment area will be transferred unless the principal, with review and approval by the assistant superintendent, provides a compelling reason not to do so. If a compelling reason is approved, then the next least senior teacher in a certification will be transferred, and so on, unless the principal, in each case, provides a compelling reason not to do so. A compelling reason exists if the transfer out causes a significant, adverse impact to the school or program such as:

- 1) The loss of a teacher who manages a grant program that is unique to the school and that can only be managed by that teacher, including because the teacher has received specialized training
- 2) The loss of a teacher who has multiple roles within school operations or managing school/student activities that will be lost if the teacher is reassigned
- 3) The loss of a teacher who plays a significant role in professional development, teacher coaching, etc. that will be lost if the teacher is reassigned
- 4) The loss of a teacher who has demonstrated the ability to plan and deliver instruction aligned with the District-wide Instructional Practices and who has demonstrated a measurable positive impact on student achievement.

Step 4: After reviewing and approving compelling reason requests, assistant superintendents provide the list of schools and teachers to be considered for seniority exceptions to HR. All non-seniority transfer requests must be accompanied by a compelling reason statement. Compelling reasons will be reviewed and approved by HR.

Step 5: HR creates a master list of teachers, by appointment area, eligible for selection. The list will be provided to PFT, with specific notification of the non-seniority transfers.

Step 6: Teachers being transferred are notified of their eligibility for selection and are instructed to enter the Site Selection Portal to apply for open positions. In addition, all teachers, regardless of transfer status, are eligible to apply for open positions, and will be notified of the process.

Note: If a position eliminated during the budget process is restored on or before July 31, then the teacher who was transferred from the school will be given the option to return to the position. If the teacher chooses not to return, the position will be filled by the processes indicated in the section below.

Filling vacancies

All schools will be considered full site selection, and all teaching vacancies will be filled using the site selection process.

Site Selection will begin on or about April 7. As vacant positions are identified they will be posted on a rolling basis on the HR website.

Teachers participating in site selection must enter their resume in the Site Selection Portal.

Principals of schools gaining positions should review the pool of eligible candidates and use the site selection committee process to interview and select candidates for their vacancies. Principals should use the Site Selection Portal to review resumes of available candidates and track their selection process.

Schools are encouraged to start the selection process as positions become available. However, final candidate selections should not be submitted to HR until May 10, so that the full pool of available teachers can be considered.

Site selection will close on May 23 for all non-Promise Academy/District Transformation schools. Promise Academy and District Transformation schools will continue to site select until August 1.

The site selection pool will be populated by all teachers in the District, including teachers transferred out of their school due to a reduction in positions.

Should positions remain after all current District teachers have been placed, the site selection pool will be populated by:

1. Teachers on layoff in certification areas where there are not sufficient active teachers available
2. Teachers new to the District in certification areas where there are not sufficient teachers (either active or recalled from layoff) available.

Starting May 10th, and continuing until the close of site selection, HR will notify principals and teachers of selection decisions as requests are received.

At the close of site selection HR will identify all remaining vacancies (non-Promise/District Transformation) and all remaining eligible teachers.

HR will conduct job fairs for principals and remaining eligible teachers to fill any remaining vacancies. In the event there are vacancies after the job fairs have concluded, HR will assign teachers to vacancies. Such teachers will be on special assignment. Voluntary transfers, rights to return, and rights to follow will not be considered this year.

APPENDIX A: REALLOCATION OF POSITIONS

In order to ensure that those who work most closely with students on a daily basis have the flexibility to match their school resources to the needs of their school community, SDP principals have the ability to reallocate allotted resources to fit their students' needs. These reallocations must be done in consultation with the local School Advisory Council or commensurate stakeholder advisory group, and must be approved at the budget table by the school's assistant superintendent.

Schools may also choose to pool resources together in order to purchase positions or equipment. For example, schools A, B, C, D, and E may each elect to trade in a noon-time aide and a portion of their supply monies to jointly purchase a school operations officer. The school operations officer would spend one day per week at each school. Schools choosing to pool resources should notify the supervising assistant superintendent in writing of their intentions. Schools should clearly define how the position or equipment will be shared amongst the schools, and should provide the amount of resources each school has agreed to contribute toward the purchase.

It is strongly preferred that such pooling of resources occur between or among schools within the same Learning Network. Cross-network pooling of resources will be considered on a case-by-case basis. In the event that schools in different networks choose to pool resources, the schools should notify each supervising assistant superintendent, the chief talent officer, and the chief financial officer of this intent in writing.

APPENDIX B: AVERAGE COSTS

Calculation of FY15 Average Costs:

Average cost for school positions is calculated using projected employee salary and benefits data grouped by title (e.g., principal, teacher) and school level (e.g.: elementary school, middle school). Salary data are generated from a download of actual SDP employees taken from the District's financial system each winter. Owing to the salary freezes in effect for most SDP employees, most of the growth in average costs result from increases in benefits costs.

This same basic format also is used to calculate average costs for all other school based position groups. However, during our review to determine the final average cost to be used, consideration is given to the type of position, frequency of position being used, and frequency of position being filled regardless of level. That is, it may be decided that the average cost for some positions such as noon-time aides, SSAs, secretaries, etc. remain the same across all school levels while other positions such as a LIMA (where there are no current positions) would be set at prior fiscal year average salary cost, adjusted for projected year's benefit changes.

Benefit costs are calculated in three basic groups:

1. Variable Rates (Percentage of Salaries) Set Externally: The employer share of the Public School Employees Retirement System (PSERS)/ Retirement rate is set annually by PSERS and will increase from 16.89% of salaries in FY14 to 21.40% of salaries in FY15. This increase is accountable for the majority of the increase in position costs from FY14 to FY15. The other major variable rates set outside of SDP are the employer shares of the Social Security (FICA) and Medicare rates which total to 7.65% in both years. These externally determined benefits rates total to 29.05% of salaries for FY15, up from 24.54% in FY14.
 - Total percentage of salaries for variable rates set externally:
 - FY14: 24.54%
 - FY15: 29.05%
2. Variable Rates (Percentage of Salaries) Set by SDP: There are six employee benefits for which SDP is essentially self-insured. SDP spreads the costs of these six benefits across all school and agency budgets in proportion to salaries. The District calculates the anticipated total annual cost of each benefit and then calculates the percentage of salaries that will be required to generate the total funding needed. The six employee benefits in this category are: 1) Worker's Compensation; 2) Termination Pay/Unused Leave; 3) Salary Continuation/Disability Insurance; 4) Sabbatical Pay; 5) Unemployment Compensation; and 6) Severance Pay/Reserve Pay-Out for 10-pay-12 Employees. These rates will remain the same in FY15 as they were in FY14.
 - Total percentage of salaries for variable rates set by the SDP:
 - FY14: 9.54%
 - FY15: 9.54%
3. Per Capita Rates: The SDP self-insures for medical care for nearly all full-time employees. Medical insurance rates are set by an outside actuarial firm and differ based on family type and plan type. The FY15 Budget assumes an 8% increase in medical care costs while SDP waits for the actuarial analysis to be completed. The increase in medical insurance costs is the second largest cause of rising average costs after the PSERS rate. Health and welfare, legal, and life insurance rates are set in collective bargaining agreements. For budget purposes, average per capita rates are developed for each union group.

Because of recent revisions to the bargaining agreement that applies to most school administrators (CASA), the calculation for 10 month Principals and Assistant Principals was determined using a slightly varied methodology. First, the 12 month Principals and Assistant Principals were converted to 10 month employees. Then the converted projected cost was used to determine the average cost to be used for the 10 month Principals and Assistant Principals.

Variable Benefits (% of Salary)

All Employees	2014	2015
Social Security	7.65%	7.65%
PSERS	16.93%	21.40%
Worker's Compensation	3.402%	3.427%
Termination Pay	2.354%	3.263%
Salary Continuation Insurance	0.856%	0.862%
Sabbatical Leave	0.423%	0.426%
Unemployment Compensation	1.600%	0.645%
12 Month Employee Variable Rate	33.22%	37.67%
Severance Pay	0.909%	0.915%
10 Month Employee Variable Rate	34.12%	38.59%

Per Capita Benefits

PFT	2014	2015
Medical	\$12,804.94	\$13,829.34
H&W	\$5,623.66	\$4,447.71
Legal	\$165.00	\$165.00
Life Insurance Premium	\$22.46	\$22.46
Per Capita Benefits -- PFT	\$18,616.07	\$18,464.51

CASA	2014	2015
Medical	\$14,884.64	\$16,075.41
H&W	\$4,496.46	\$4,856.17
Life Insurance Premium	\$44.32	\$44.32
Per Capita Benefits -- CASA	\$19,425.41	\$20,975.90

Non-Represented	2014	2015
Medical	\$11,676.53	\$12,610.65
H&W	\$3,942.50	\$4,257.90
Life Insurance Premium	\$78.74	\$78.74
Per Capita Benefits -- Non-Represented	\$15,697.77	\$16,947.29

School Police -- SPAP	2014	2015
Medical	\$11,442.38	\$12,357.77
H&W	\$3,920.33	\$4,233.96
Life Insurance Premium	\$20.91	\$20.91
Legal	\$145.00	\$145.00
Per Capital Benefits -- School Police	\$15,528.62	\$16,757.64

Per Capita Benefits (Continued)

Local 1201/32BJ	2014	2015
Medical	\$12,630.00	\$13,452.00

H&W	\$3,517.50	\$3,664.06
Life Insurance Premium	\$16.68	\$16.68
Legal	\$135.00	\$135.00
Per Capita Benefits -- Local 1201/32BJ	\$16,299.18	\$17,267.74

Cafeteria - Local 634	2014	2015
Medical	\$9,305.20	\$10,049.61
H&W	\$1,950.00	\$1,950.00
Life Insurance Premium	\$26.42	\$26.42
Legal	\$87.42	\$87.42
Per Capita Benefits -- Cafeteria	\$11,369.04	\$12,113.45

Noontime Aides - Local 634 -- Part-Time	2014	2015
H&W	\$112.00	\$112.00
Legal	\$56.94	\$56.94
Per Capita Benefits -- Noontime Aides	\$168.94	\$168.94

Supportive Services Assistants -- Part-Time	2014	2015
H&W	\$5,623.66	\$4,447.71
Legal	\$165.00	\$165.00
Per Capita Benefits -- SSAs	\$5,788.66	\$4,612.71

Sample Calculation for the FY15 Average Cost for Teachers:

Classification Group Name	Title Name	FTE	Salary Amount	Benefit Amount	Salary and Benefits Total
School Counselor, 10 mos	School Counselor, 10 Months	131.33	\$9,492,736	\$6,010,364	\$15,503,100
Teacher, 10 mos	Teacher, Full Time	3,182.64	\$217,585,876	\$139,874,587	\$357,460,463
Teacher, 10 mos	Teacher, Spec Education	4.08	\$256,425	\$172,701	\$429,126
Teacher, 10 mos	Teacher, Demonstration	19.04	\$1,526,525	\$929,115	\$2,455,640
Teacher, 10 mos	Teacher, Full Time	10.84	\$780,699	\$495,528	\$1,276,227
	FY15 Projected	3,347.93	\$229,642,260	\$147,482,295	\$377,124,555
	Average Cost		\$68,600	\$44,100	\$112,700

Classification Group Name	Title Name	FTE	Salary Amount	Benefit Amount	Salary and Benefits Total
School Counselor, 10 mos	School Counselor, 10 Months	15.00	\$1,157,269	\$714,813	\$1,872,082
Teacher, 10 mos	Teacher, Full Time	387.40	\$27,684,111	\$17,611,669	\$45,295,781
Teacher, 10 mos	Teacher, Spec Education	2.00	\$123,961	\$83,829	\$207,790
Teacher, 10 mos	Teacher, Demonstration	56.20	\$4,479,055	\$2,732,327	\$7,211,382
School Counselor, 10 mos	School Counselor, 10 Months	63.20	\$4,801,597	\$2,983,610	\$7,785,207
School Counselor, 10 mos	School Counselor, 10 Months	5.00	\$395,706	\$242,035	\$637,741
Department Chair	Department Chair, Phys Ed	1.00	\$85,392	\$50,772	\$136,164
Teacher, 10 mos	Teacher, Full Time	1,235.90	\$88,245,940	\$56,114,872	\$144,360,813
Teacher, 10 mos	Teacher, Spec Education	10.00	\$783,767	\$481,178	\$1,264,945
Teacher, 10 mos	Teacher, Demonstration	2.00	\$163,467	\$98,776	\$262,243
Teacher, 10 mos	Teacher, Full Time	237.26	\$17,667,218	\$11,067,686	\$28,734,904
Teacher, 10 mos	Teacher, Demonstration	1.00	\$78,261	\$48,074	\$126,335
	FY15 Projected	2,015.96	\$145,665,745	\$92,229,641	\$237,895,386
	Average Cost		\$72,300	\$45,700	\$118,000

Increase in the Average Cost for Teachers from FY14 to FY15:

Seventy-five to 80% of the increase in the average teacher cost from FY14 to FY15 is attributable to the increase in the PSERS employer contribution rate. Salaries can change as a result of an increase in the average tenure of teachers even when there are no step increases or across-the-board percentage increases. The small average salary increases in FY15 and the related increase in the variable rates tied to salaries constitute virtually all of the remaining increase from FY14.

School Level	Cost Component	FY14 Rate	FY14 Value	FY15 Rate	FY15 Value	Increase/(Decrease) FY15 vs FY14 Value
Elementary School Teacher	Average Salary		\$67,800		\$68,600	\$800
	Benefits – Social Security/ Medicare	7.65%	\$5,190	7.65%	\$5,250	\$60
	Benefits – PSERS/Retirement	16.89%	\$11,450	21.40%	\$14,680	\$3,230
	Benefits – Other Variable	9.54%	\$6,470	9.54%	\$6,540	\$70
	Benefits – Per Capita (PFT)		\$18,616		\$18,465	(\$151)
	Salary Savings/ Vacancies/ Turnover		(\$1,026)		(\$835)	\$191
	TOTAL COST		\$108,500		\$112,700	\$4,200

School Level	Cost Component	FY14 Rate	FY14 Value	FY15 Rate	FY15 Value	Increase/(Decrease) FY15 vs FY14 Value
Middle / High School Teacher	Average Salary		\$71,600		\$72,300	\$700
	Benefits – Social Security/Medicare	7.65%	\$5,480	7.65%	\$5,530	\$50
	Benefits – PSERS/Retirement	16.89%	\$12,090	21.40%	\$15,470	\$3,380
	Benefits – Other Variable	9.54%	\$6,830	9.54%	\$6,900	\$70
	Benefits – Per Capita (PFT)		\$18,616		\$18,465	(\$151)
	Salary Savings/Vacancies/Turnover		(\$616)		(\$665)	(\$49)
	TOTAL COST		\$114,000		\$118,000	\$4,000

MATRIX OF POSITIONS AND SALARIES			
ELEMENTARY SCHOOL EDUCATION			
POSITION	2014-2015 AVERAGE SALARY	FRINGE BENEFITS	TOTAL SALARY & BENEFITS
Assistant Principal	\$103,100	\$57,700	\$160,800
Assistant Principal - 12 Months	\$123,300	\$68,500	\$191,800
Bilingual Counseling Assistant	\$37,200	\$32,500	\$69,700
Classroom Assistant	\$26,500	\$28,500	\$55,000
Conflict Resolution Specialist	\$29,300	\$29,600	\$58,900
Counselor	\$68,600	\$44,100	\$112,700
Executive Secretary	\$59,500	\$41,400	\$100,900
Health Room Technician	\$8,800	\$8,000	\$16,800
Librarian	\$68,600	\$44,100	\$112,700
Library Instructional Materials Asst	\$37,500	\$31,100	\$68,600
Non Teaching Assistant	\$41,100	\$32,200	\$73,300
Noon Time Aide (One Hour Daily)	\$2,200	\$900	\$3,100
Noon Time Aide 3 Hrs	\$6,600	\$2,700	\$9,300
Noon Time Aide 3.5 Hrs	\$7,700	\$3,150	\$10,850
Noon Time Aide 4Hrs	\$8,800	\$3,600	\$12,400
Noon Time Aide 4.5 Hrs	\$9,900	\$4,050	\$13,950
Noon Time Aide 5 Hrs	\$11,000	\$4,500	\$15,500
Nurse	\$79,300	\$48,500	\$127,800
Principal, 10 Months	\$110,600	\$60,000	\$170,600
Principal, 12 Months	\$131,800	\$71,800	\$203,600
School Aide II	\$28,400	\$28,300	\$56,700
School Improvement Support Liaison	\$44,700	\$35,400	\$80,100
School Operations Officer	\$48,400	\$36,700	\$85,100
School Police Officer, 10 Month	\$39,000	\$31,500	\$70,500
Science Lab Assistant	\$43,800	\$33,100	\$76,900
Secretary (10 Mos)	\$39,200	\$33,300	\$72,500
Secretary (12 Mos)	\$47,300	\$36,700	\$84,000
Secretary III (10 Mos)	\$43,800	\$33,100	\$76,900
Secretary III (12 Mos)	\$53,300	\$36,300	\$89,600
Social Worker Coordinator	\$53,300	\$36,300	\$89,600
Supportive Services Assistant 3 Hours	\$8,800	\$7,900	\$16,700
Supportive Services Assistant 4 Hours	\$11,700	\$9,000	\$20,700
Teacher	\$68,600	\$44,100	\$112,700
Technical Maintenance Specialist	\$47,400	\$36,600	\$84,000

MATRIX OF POSITIONS AND SALARIES			
MIDDLE SCHOOL EDUCATION			
POSITION	2014-2015 AVERAGE SALARY	FRINGE BENEFITS	TOTAL SALARY & BENEFITS
Assistant Principal	\$103,100	\$57,700	\$160,800
Assistant Principal - 12 Months	\$123,300	\$68,500	\$191,800
Bilingual Counseling Assistant	\$37,200	\$32,500	\$69,700
Classroom Assistant	\$26,500	\$28,500	\$55,000
Computer Lab Assistant	\$43,800	\$33,100	\$76,900
Conflict Resolution Specialist	\$29,300	\$29,600	\$58,900
Counselor	\$72,200	\$45,800	\$118,000
Health Room Technician	\$8,800	\$8,000	\$16,800
Librarian	\$72,200	\$45,800	\$118,000
Library Instructional Materials Asst	\$37,500	\$31,100	\$68,600
Non Teaching Assistant	\$41,100	\$32,200	\$73,300
Noon Time Aide (One Hour Daily)	\$2,200	\$900	\$3,100
Noon Time Aide 3 Hrs	\$6,600	\$2,700	\$9,300
Noon Time Aide 3.5 Hrs	\$7,700	\$3,150	\$10,850
Noon Time Aide 4Hrs	\$8,800	\$3,600	\$12,400
Noon Time Aide 4.5 Hrs	\$9,900	\$4,050	\$13,950
Noon Time Aide 5 Hrs	\$11,000	\$4,500	\$15,500
Nurse	\$79,300	\$48,500	\$127,800
Principal, 10 Months	\$111,400	\$60,500	\$171,900
Principal, 12 Months	\$135,000	\$72,600	\$207,600
School Aide II	\$28,400	\$28,300	\$56,700
School Improvement Support Liaison	\$44,700	\$35,400	\$80,100
School Operations Officer	\$48,400	\$36,700	\$85,100
School Police Officer, 10 Month	\$39,000	\$31,500	\$70,500
Science Lab Assistant	\$43,800	\$33,100	\$76,900
Secretary (10 Mos)	\$39,200	\$33,300	\$72,500
Secretary III (10 Mos)	\$43,800	\$33,100	\$76,900
Secretary III (12 Mos)	\$53,300	\$36,300	\$89,600
Supportive Services Assistant 3 Hours	\$8,800	\$7,900	\$16,700
Supportive Services Assistant 4 Hours	\$11,700	\$9,000	\$20,700
Teacher	\$72,200	\$45,800	\$118,000
Technical Maintenance Specialist	\$47,400	\$36,600	\$84,000

MATRIX OF POSITIONS AND SALARIES			
SENIOR AND AREA VOCATIONAL TECHNICAL HIGH SCHOOLS			
POSITION	2014-2015 AVERAGE SALARY	FRINGE BENEFITS	TOTAL SALARY & BENEFITS
Agricultural Mechanic/Stock Clerk	\$47,300	\$36,500	\$83,800
Assistant Principal	\$103,100	\$57,700	\$160,800
Assistant Principal - 12 Months	\$123,300	\$68,500	\$191,800
Assistant Program Coordinator	\$44,300	\$35,600	\$79,900
Bilingual Counseling Assistant	\$37,200	\$32,500	\$69,700
Classroom Assistant	\$26,500	\$28,500	\$55,000
Computer Lab Assistant	\$43,800	\$33,100	\$76,900
Conflict Resolution Specialist	\$29,300	\$29,600	\$58,900
Counselor	\$72,200	\$45,800	\$118,000
Farmer	\$44,800	\$33,500	\$78,300
Health Room Technician	\$8,800	\$8,000	\$16,800
Librarian	\$72,200	\$45,800	\$118,000
Library Instructional Materials Asst	\$37,500	\$31,100	\$68,600
Non Teaching Assistant	\$41,100	\$32,200	\$73,300
Noon Time Aide (One Hour Daily)	\$2,200	\$900	\$3,100
Noon Time Aide 3 Hrs	\$6,600	\$2,700	\$9,300
Noon Time Aide 3.5 Hrs	\$7,700	\$3,150	\$10,850
Noon Time Aide 4Hrs	\$8,800	\$3,600	\$12,400
Noon Time Aide 4.5 Hrs	\$9,900	\$4,050	\$13,950
Noon Time Aide 5 Hrs	\$11,000	\$4,500	\$15,500
Nurse	\$79,300	\$48,500	\$127,800
Principal, 10 months	\$115,800	\$60,800	\$176,600
Principal, 12 months	\$137,200	\$72,900	\$210,100
School Aide II	\$28,400	\$28,300	\$56,700
School Improvement Support Liaison	\$44,700	\$35,400	\$80,100
School Operations Officer	\$48,400	\$36,700	\$85,100
School Police Officer, 10 Month	\$39,000	\$31,500	\$70,500
Science Lab Assistant	\$43,800	\$33,100	\$76,900
Secretary (10 mos)	\$39,200	\$33,300	\$72,500
Secretary I, 12 Mos	\$47,300	\$36,700	\$84,000
Secretary III, 10 Mos	\$44,400	\$35,400	\$79,800
Secretary III, 12 Mos	\$53,300	\$36,300	\$89,600
Shop Training Assistant	\$26,600	\$28,500	\$55,100
Social Worker Coordinator	\$59,800	\$41,500	\$101,300
Stock Clerk	\$44,300	\$35,600	\$79,900
Supportive Services Assistant - 3 Hr	\$8,800	\$7,900	\$16,700
Supportive Services Assistant - 4 Hr	\$11,700	\$9,000	\$20,700
Teacher	\$72,200	\$45,800	\$118,000

APPENDIX C: TITLE I ALLOWABLE ACTIVITIES

A school must allocate its Title I funds to meet its goals and priorities as set forth in its Comprehensive Planning Document. A school must detail all expenditures in its Federal Budget Addendum (FBA) and expenditures must be consistent with the federal cost principles established in the OMB Cost Circulars and the District's policies and procedures for federal grants management and compliance. The following are lists of allowable purchases for basic instruction, parent involvement, and professional development.

Allowable purchases for basic instruction (Activity 1101)

- An *additional* teacher to reduce class size (in high schools, additional teachers must be in the core content areas)
- *Instructional* paraprofessionals to work under the supervision of a highly qualified teacher to provide small group instruction and other academic supports
- An *additional* prep teacher to create common planning time in elementary schools
- A classroom set of computers for student use
- Instructional equipment such as Smartboards
- Salaries for teachers and materials to implement an instructional, supplemental after school, Saturday, or summer program
- Instructional interventions
- Supplemental instructional materials (not core)
- Workbooks that supplement the textbook

Allowable purchases for parent involvement (PI) (Activity 3393)

- Small amounts of food for parents for a Title I appropriate parent involvement activity such as a workshop or Title I meeting (with RSVPs, agendas, and sign-ins). No more than \$3 - \$5 per parent for breakfast/lunch and no more than \$10 for dinner. Per District policy, schools cannot use Imprest Funds for this purpose.
- Materials for a make and take workshop
- Part-time salaries for teachers to run workshops
- Books for parents that support instruction
- Activities and manipulatives for parents to use at home with their children
- Travel for parents to attend Title I allowable conferences
- Printing Title I allowable parent newsletters
- Mailing costs for Title I parent communications (through District's mail—do not purchase stamps)
- Contracts for speakers to provide Title I allowable workshops for parents
- Workshops on core content; understanding standards and assessment; Title I; technology; participating in writing the school plan, Parental Involvement Policy, Compact; understanding the budget

Professional Development (Activity 2272)

- *Institutional* memberships to professional organizations such as ASCD, NCTM, NCTE and the like
- Literature for teachers and staff on improving student achievement and teaching
- Salaries for before/after school or Saturday professional development (Note: Not all meetings are Title I professional development. 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 – professional development facilitators are paid the leadership rate to account for planning and preparation).
- An auxiliary teacher (substitute) to relieve teachers who will attend professional development
- Contracts for vendors to provide Title I allowable professional development
- Travel to Title I allowable conferences (reasonable, necessary, and allocable) with an instructional focus (SEH 194 and turnaround plan required).

APPENDIX D: CONTACT INFORMATION

Below are the names, titles, and email addresses of contact people in various central office functions that can answer questions you may have regarding school budget allocations.

Budget and Grants

Kathryn Jones
Senior Financial Analyst
kajones@philasd.org
Contact regarding:
General school budget questions

Latanya Vicks
Financial Analyst
lvicks@philasd.org
Contact regarding:
Operating budget questions for elementary and middle schools

Rafiat Adebawale
Financial Analyst
radebowale@philasd.org
Contact regarding:
Operating budget questions for high schools

Patricia Eckert
Budget Technical Analyst
peckert@philasd.org
Contact regarding:
EBARS and prep time paycheck

Gale Goodman
Budget Operations Assistant
ggoodman@philasd.org
Contact regarding:
Resolutions and Encumbrances

Christine Irwin
Executive Director, Grants Compliance
chirwin@philasd.org
Contact regarding:
Grants compliance questions

Career and Technical Education (CTE)

David Kipphut
Deputy
dkipphut@philasd.org
Contact regarding:
Teacher allocation support and special requests

Michelle Guzman
Planning Coordinator
miguzman@philasd.org
Contact regarding:
CTE operating and Perkins budgets

Early Childhood Education

Leonard Rossio
Assistant Director, Partnership Development
lrossio@philasd.org

Enrollment

Judith Adams
Executive Director, School-Based Resources
judithadams@philasd.org

Family and Community Engagement

Ludy Soderman
Director of Multilingual Services
lsoderman@philasd.org
Contact regarding:
Bilingual counseling assistant questions

Cong Wang
Director of Translation and Interpretation
cwang@philasd.org
Contact regarding:
Translation and interpretation services

Health Services

Tracey Williams
Director, Student Health Services
twilliams2@philasd.org

Itinerant Music

Frank Machos
Director of Music Education
fvmachos@philasd.org

Multilingual Services

Allison Still
Acting Director
awstill@philasd.org

Kenneth Ramos
Special Projects Assistant
kramos@philasd.org

School Safety and Security

Brendan Lee
Executive Director of School Safety
brlee@philasd.org

Specialized Services

Michelle Perrine Mitchell
Coordinator
mperrinemitchell@philasd.org
Contact regarding:
General special education support

Hillary El
Director, Learning Network 1
hel@philasd.org
Contact regarding:
Special education support for South Philadelphia schools

(Specialized Services Cont.)

Eve Carter

Director, Learning Network 2

ecarter2@philasd.org

Contact regarding:

Special education support for West Philadelphia schools

Brian Siket

Director, Learning Network 3

bsiket@philasd.org

Contact regarding:

Special education support for Center City Philadelphia schools

Julie Geiger

Director, Learning Network 4

julgeiger@philasd.org

Contact regarding:

Special education support for North Philadelphia schools

Danelle Ross

Director, Learning Network 5

dhicks@philasd.org

Contact regarding:

Special education support for Eastern North Philadelphia schools

Sonya Berry

Director, Learning Network 6

sberry2@philasd.org

Contact regarding:

Special education support for Northwest Philadelphia schools

Natalie Hess

Director, Learning Network 7

nhess@philasd.org

Contact regarding:

Special education support for Lower Northeast Philadelphia schools

Melody Alegria

Director, Learning Network 8

melwilliams@philasd.org

Contact regarding:

Special education support for Northeast Philadelphia schools

Office of Talent

Judith Adams

Executive Director, School-Based Resources

judithadams@philasd.org

Contact regarding:

School-based resource questions

Andy Rosen

Deputy for Labor Relations

arosen@philasd.org

Contact regarding:

504 Accommodations for staff