

The School District of Philadelphia



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 22, 2011

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THE SCHOOL DISTRICT OF PHILADELPHIA
GUIDE TO SCHOOL BUDGETS
PREPARING FOR SCHOOL YEAR 2011-12

TABLE OF CONTENTS

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. Desegregation Support	13
4. Gifted and Talented Education	14
5. Special Education – Materials and Supplies	15
6. Title I (A)	15
II. CENTRAL RESOURCE ALLOCATION DECISIONS	17
1. Annex and 504 Accommodation	17
2. Kindergarten Teachers	17
3. Reduced Class Size Initiatives	18
4. School-Based Social Services	18
5. Special Education – High Incidence and Low Incidence	19
6. Special Education Liaisons (SELs)	22
7. English as a Second Language (ESL) Teachers and Bilingual Teachers	22
8. ELL Support – Bilingual Counseling Assistants	24
9. Supplemental Counselors	24
10. Instrumental Music Teachers	25

11. Career and Technical Education - Perkins Grant	26
12. Vocational Education Training	27
13. School Age Parents – ELECT Program	27
14. Accelerated Learning	27
15. School Nurses	28
16. School Police Officers	28
17. In-School Suspension	29
18. Facilities/ Custodial	29
19. Food Services	30
APPENDICES	31
Appendix A: FY11-12 School Action Plan Timeline	33
Appendix B: FY11-12 School Budget Development Timeline	35
Appendix C: Legal and Contractual Mandates with Budgetary Implications	37
Appendix D: Academic Guidance for the 2011-2012 School Budget Process	39
Appendix E: Central vs. School Based Resource Allocation Summary	43
Appendix F: Resources Yet To Be Determined as of April 1, 2011	45
Appendix G: Programs and Resources Discontinued in FY11-12	47
Appendix H: FY11-12 Average Salaries	49
Appendix I: FY11-12 Schedule of Hourly Rates	53
Appendix J: FY11-12 Grant Funds in School Budgets	55
Appendix K: Title I Guidelines	57
Appendix L: Tips for Using the Staffing Management System (SMS)	61
Appendix M: Contact Information	65

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. Desegregation Support
4. Gifted and Talented Education
5. Special Education – Materials and Supplies
6. Title I (A)

For the categories listed above, the SDP Office of Management and Budget (OMB) 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. Reduced Class Size Initiatives
4. School-Based Social Services
5. Special Education – High Incidence and Low Incidence
6. Special Education Liaisons (SELs)
7. English as a Second Language (ESL) Teachers and Bilingual Teachers
8. English Language Learner Support – Bilingual Counselor Assistants

9. Supplemental Counselors
10. Instrumental Music Teachers
11. Career and Technical Education – Perkins Grant
12. Vocational Education Training
13. School Age Parents – ELECT Program
14. Accelerated Learning
15. School Nurses
16. School Police Officers
17. In-School Suspension
18. Facilities/ Custodial
19. 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) with any questions you may have about resources not described here (an OMB 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
 - Desegregation funds
- **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 and Action Plan.

See the “SDP Legal and Contractual Mandates with Budgetary Implications” and “Academic Guidance for the 2011-2012 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 that school’s Action Plan.

Using the School Action Plan to Build the School Budget

Each school’s Action Plan for Student Achievement should guide the allocation of discretionary dollars in that school’s budget. Each key strategy or action set forth in a school’s Action Plan for Student Achievement should be incorporated into and provided for in that school’s budget.

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.

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. Then, in the fall, teachers will be added to reduce class sizes in grades K-3. This process is summarized in the table below.

Grade	1. Max. Class Sizes	2. District-wide Average Targets	
		Empowerment Schools	Other Schools
K	30	23	26
1	30	25	28
2	30	25	29
3	30	25	29

The maximum class size for grades 4-8 under the District’s collective bargaining agreements is 33 students.

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.

Middle and High School Teacher Allotment Ratios

School Level/ Type	School Size Bracket	Teacher Formula	Max Class Size
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

Elementary school students with less than 80% special needs service ¹ (i.e., Supplemental and Itinerant), and middle and high school students with 20% or less special needs service (Itinerant) are included in the counts of regular education students for the purpose of calculating regular education teacher allocations. Middle and high school students with more than 20% special needs service (Supplemental or Full-Time) and elementary school students with greater than 80% level of special needs service (Full-Time) are not counted in the regular teacher allotment process, and instead are counted in the calculation of the Special Education teacher allocation (see the Special Education section for more detail). These categorizations are summarized in the following table.

School Level	Category for Calculating Teacher Allotments		
	Itinerant < 20%	Supplemental 20-80%	Full-Time >80%
Elementary	Reg Ed	Reg Ed	SPED
Middle	Reg Ed	SPED	SPED
High Schools	Reg Ed	SPED	SPED

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

Note: the Operating Budget Allotment replaces the Per School and Per Student allotments used in previous years.

How the Amount Is Determined:²

Amounts are based on what each school needs to operate, depending on its level and enrollment. These minimum funding requirements fall into three categories – legal and contractual requirements;

¹ These need categories are described in greater detail in the Special Education section (II.7).

² For Promise Academies, the Operating Budget Allotment is not calculated as described in this section. Rather, they receive an allotment that is the sum of Per School and Per Student Allotments using FY10-11 formulas and FY11-12 projected enrollments.

operational practices; and Academic Guidance. The components of each of these are detailed below. It is important to note that following sections explain *how* Operating Budget Allotments were determined for each school; however, each school may spend the resulting amounts as they choose, as long as they comply with the Legal/ Contractual requirements and Academic Guidance.

a. Legal/Contractual³

- 1. Extracurricular Hours – Elementary Schools:** The PFT contract requires a total of 220 hours of extra-curricular hours allotted to each elementary school to pay for teachers serving as safety patrol sponsors (100 hours) and engaged in approved extracurricular programs (120 hours). In addition, a total of 40,404 hours must be distributed to elementary schools for approved activities, based on the size of their faculties (approximately 6.2 hours per teacher).

Elementary School EC Requirements

FY12 EC Rate	\$49.04
Hours Per School/\$ Per School	220 hours \$10,789
Additional Hours/\$ Per Teacher Type	6.2 hours \$304

- 2. Principals:** Pennsylvania law requires one Principal per school.
- 3. Counselors:** The PFT contract requires a minimum of one Counselor per school.
- 4. Librarians/LIMAs:** The PFT contract requires at least one Librarian or Library Instructional Materials Assistant (LIMA) in schools with enrollment of 1,000 or more.
- 5. Books/ Supplies:** The PFT Contract requires an allotment of \$100 per Teacher, Counselor and Librarian for supplies.

b. Operational Costs – Current Practices

- 1. Assistant Principals:** Based on an analysis of the distribution of Assistant Principals by school level and enrollment in FY11, Assistant Principals are assumed to be purchased by schools as follows:

Range	Enrollment	Elementary: # of AP's	Middle: # of APs	High Schools: # of APs
Below	300	0	0	0
Below	700	0	1	1
Below	1,500	1	2	2
Above or equal to	1,500	1	N/A	3

³ Enrollment Teachers are also a Contractual Requirement, but are provided in a separate allotment.

2. **Office Staff:** Based on an analysis of the number of office staff in schools in FY11, the Operating Budget Allotment allows for funding for office staff for each school as shown in the table below. The office staff ratios for schools with more than 600 students are equal to the 25th percentile, meaning that 25% of schools spent less on office staff, and 75% of schools spent more.

	ES	MS	HS
Secretaries Per School Enrollment < 600	1.0	1.0	1.0
Secretaries Per School Enrollment > 600 (75 th percentile)	1 day of service per 87 students	1 day of service per 59 students	1 day of service per 57 students

3. **Support Staff:** Based on an analysis of spending on support staff in schools in FY11, the Operating Budget Allotment includes funds for support staff calculated in two parts: Noon-Time Aides and other positions. Based on the number of Noon-Time Aides in schools in FY10-11, the cost of current practice is estimated as follows:

	ES	MS	HS
Students per 1 hour/day	31	32	56

The value of additional support staff, such as Non-Teaching Assistants, Supportive Service Assistants (SSAs), and Climate Assistants, has been calculated as follows:

Enrollment	ES (\$)	MS (\$)	HS (\$)
< 800	0	0	0
800-1,200	0	62,700	63,100
1,200-1,600	62,900	125,400	126,200
1,600+	62,900	125,400	378,600

4. **Books and Supplies:** In addition to the \$100 allotment, all schools purchase books and supplies for student instruction (and are responsible for replacing lost or damaged student textbooks and teacher guides). Based on an analysis of FY11 schools spending, spending on non-contractually required books and supplies at each school is estimated as shown below (25th percentile – 25% of schools spend less on books and supplies, and 75% spend more).

ES	MS	HS
\$82.72	\$103.28	\$93.77

5. **Summer Registration/ Reorganization:** Schools must pay staff for a specific number of days of Summer Registration/ Reorganization (“Summer Reorg”): 10 days in elementary schools, and the month of August in middle and high schools. The assumed cost of Summer Reorg as included in the Operating Budget Allotment depends on school level and whether the school has an Assistant Principal (based on enrollment as explained above).

	ES	MS	HS
W/ AP	\$6,700	\$22,810	\$24,490
No AP	\$11,470	\$29,840	\$30,700

Each school must calculate its projected Summer Reorg costs and budget accordingly; the budgeted amount will be reviewed by Assistant Superintendents and OMB staff. Any difference between the budgeted amount and the amount included in the Operating Budget Allotment may be used for other purposes.

- 6. Extracurricular Hours – Non-Contractual:** Although not required by contract, all Middle and High Schools spend some of their funds on extra-curricular time. EC hours for Middle and High Schools are based on the EC Allotments from FY10-11, updated with FY11-12 rates.
- 7. Release Time:** Based on information provided by principals, spending for release time for functions such as Testing Coordinator, Roster Chair, and Dean of Students is estimated as follows (the table indicates the equivalent number of teacher positions):

Enrollment	Elementary	Middle/High Schools
Less than 500	0	0.5
500-1,000	0.2	0.8
More than 1,000	1.0	1.2

c. Academic Guidance

- 1. High School Counselors:** The Operating Budget Allotment includes funds that high schools will need to meet the 500:1 ratio requirement for counselor positions.

Must Be Used For:

The Operating Budget Allotment is to be used to satisfy the Legal/ Contractual and Academic Guidance requirements detailed in Appendix C, *SDP Legal and Contractual Mandates with Budgetary Implications* and Appendix D, *Academic Guidance for the 2011-2012 School Budget Process*. Highlights of these requirements are shown in the list and tables below.

- Principal: 1 per school
- Counselor(s): 1 per school for elementary schools; 1 per 500 students for high schools (these are in addition to supplemental counselors described later in this Guide.)
- Teacher supplies: \$100 per teacher, counselor, and librarian
- Textbooks and Teacher Guides: replacement of lost or damaged textbooks and Teacher Guides
- Physical Education: for every student
- Art and Music teachers: as required based on school level and size (see table below).

Requirements for Specific School Types

Category	Requirement
Elementary Schools	One Professional with current reading certification Extra-curricular (EC) hours: 100 hours per school to cover safety patrol; 120 hours per school for extracurricular programs
High Schools	One counselor for every 500 students (rounded to nearest 0.1 position) (in addition to centrally allocated Counselors)
High Schools < 600 Students CTE Schools	One world language
High Schools > 600 Students	Two world languages
Schools > 1,000 Students	One librarian or Library Instructional Materials Assistant (LIMA)
Empowerment Schools	Teacher Leader (see Appendix D for more information)

Art and Music Teacher Requirements

<u>2 Days per Week/ 0.4 Teacher</u>	<u>3 Days Per Week/ 0.6 Teacher</u>	<u>Full-Time Art or Music Teacher</u>
Schools with < 500 students	Schools with 500-999 students	Schools > 1,000 students

Once these requirements are met, funds may be used for any legitimate purpose consistent with the school's Action Plan.

Cannot Be Used For: The Per School allotment may not be used for anything improper or for purposes that do not support the school's Action Plan.

3. Desegregation Support

How the Amount Is Determined:

Desegregation Support funds for each school have been calculated as 75% of the amount received in FY10-11. For a very few schools that are particularly dependent on Desegregation Support funds, the reduction relative to FY10-11 is instead calculated as 5% of the school's discretionary funds (Operating Budget Allotment, Desegregation Support, and Title I).

The paragraphs and tables below describe how Desegregation Support allotments were developed in FY10-11, since FY11-12 allotments are generally based on the FY10-11 amounts. However, it is important to note that the court order under which Desegregation Support funds have been distributed is no longer in effect.

The formula used to distribute Desegregation Support funds was developed in the 1990s under Commonwealth Court supervision. Each school's "desegregation status" determines its per student amount and allocation method; schools with less than 10% or greater than 95% white enrollment receive no allocation.

Status	% White Students	Desegregation Allocation Method
1	25% - 62.5%	Based on school's total enrollment
2	10% - 25%	Based on school's total enrollment using a sliding scale
3	62.5% - 95%	Based on the number of minority pupils coming from outside the normal feeder area

FY10-11 Desegregation Support Per Student Allotments

School Level/Type	School Desegregation Status	
	1 and 2	3
Elementary Education	\$338	\$845
Middle School Education	\$170	\$423
Senior High Education	\$74	\$188
Historical Magnet School	\$74	\$188
Academic Special Admit School	\$56	\$56
Magnet Special Admit School	\$1,128	\$0

Must Be Used For:

The Desegregation Support allotment may be used as determined by each school.

Cannot Be Used For:

The Per School allotment may not be used for anything improper or for purposes that do not support the school's Action Plan.

4. Gifted and Talented Education

How the Amount Is Determined:

Students who are thought to be mentally gifted and in need of specially designed instruction are evaluated per state guidelines against a set of criteria which include indicators of advanced skill and achievement, as well as IQ. Students meeting the criteria are designated Mentally Gifted. Gifted students receive a Gifted Individual Education Program (GIEP) detailing their individual needs and education plan.

Funding is allocated to schools on a per student basis and is primarily used to fund supplementary teachers, books and materials for Gifted Programs per students' GIEPs.

FY11-12 Allotments Per Gifted Student

Level	Per Student Allocation
Elementary	\$332
Middle	\$341
Senior High/ CTE	\$272

Must Be Used For:

Staff, services and supplies that will be used in support of students' GIEPs.

Cannot Be Used For:

The Gifted Special Education (SPED) allotment may not be used for anything that does not support students' GIEPs.

5. Special Education – Materials and Supplies**How the Amount is Determined:**

High Incidence Special Education teachers receive \$350 per teacher for materials and supplies. Low Incidence Special Education teachers receive \$640 per teacher for materials and supplies.

Must Be Used For:

Materials and supplies that will be used in support of students' Individualized Education Programs (IEPs).

Cannot Be Used For:

Purposes that do not support students' IEPs.

6. Title I (A)**How the Amount Is Determined:**

The allotment of Title I (A) Basic funding 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 in two steps:

- A basic allocation of \$240 per poverty child is provided first.
- An additional amount is added per poverty child based on a sliding scale or “ladder” that allocates more money per child at schools with higher poverty rates. The highest amount on the ladder is \$1,250 additional per student for a 100% school poverty rate. The ladder steps down at \$50 per poverty rate percentage point increments. The bottom of the ladder is \$50 additional per student for a 76% or lower school poverty rate.

Two additional steps cushion schools from major losses in funding levels to allow them time to adapt programs to funding levels, and ensure that every school can afford a basic level of service:

- Schools receive at least 80% of the amount they received the previous year, regardless of the result of the calculations described above (e.g., in FY11-12, schools will receive at least 80% of the amount they received in FY10-11.)

- Every school receives at least \$125,000, regardless of the result of the calculations described above.

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 allotment for professional development. Schools not in any level of School Improvement status must use at least 5% of their Title I allotment 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 they do not go into school improvement status, they are allowed to revise this set-aside from 10% to 5%.)
- **Parental Involvement:** schools must use at least 1% of their Title I funds to support parental involvement.

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 written into the Action Plan for Student Achievement. Purchases with Title I 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?

Title I funds may be used for the Teacher Leader position that is required for Empowerment Schools and optional for all other schools (see Appendix D for more information).

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

Cannot Be Used For:

Title I 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 K for detailed information regarding the use of Title I funds.

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 FY11-12 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 FY11-12 enrollment levels.

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

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

1. Annex and 504 Accommodation

These are positions that are required based on school building configurations or personnel needs:

- Annex: staff time to accompany younger students between buildings;
- “504” Accommodation: resources required to support staff with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973.

Office Responsible for Allocating the Resource:

Office of School Resource Support

How the Amount Is Determined:

Central office 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 Annex/ 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)

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. Reduced Class Size Initiatives**Office Responsible for Allocating the Resource:**

Office of School Resource Support

How the Amount is Determined:

In FY11-12, class sizes will be reduced in two ways:

a. Operating

These funds are used to reduce class sizes in grades K-3 in the Empowerment Schools.

b. Title II (A) – To avoid split classes District-wide

The PFT contract allows for split grade classes as long as the class size in total is does not exceed the maximum class size limit. Title II (A) funds are used to avoid all split grade classes across the District.

Reduced Class Size teachers will not be allocated until the fall, so they will be based on more accurate enrollment numbers.

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. School-Based Social Services**Office Responsible for Allocating the Resource:**

Academic Counseling and Standards Office

How the Amount is Determined:

Social Service Liaisons (SSL - SDP employees) or Resource Specialists (RS - contracted) provide School-Based Social Services, support for students who are experiencing barriers to learning. SSLs and RSs help to coordinate whatever services are necessary to support a student, and serves as a

member of the CSAP team. In high schools, the service provider may provide students with brief supportive counseling.

There is a full-time SSL or RS in each of the comprehensive high schools and at each of the Promise Academies. Other schools receive service from itinerant SSLs and RSs.

Must Be Used For:

School-Based Social Services

Cannot be Used For:

Any other purpose.

5. Special Education – High Incidence and Low Incidence

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

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Autism ▪ Deaf/ Blindness ▪ Deafness ▪ Emotional Disturbance ▪ Hearing impairment ▪ Mental retardation ▪ Multiple disabilities | <ul style="list-style-type: none"> ▪ Orthopedic impairment ▪ Other health impairment ▪ Specific learning disability ▪ Speech or language impairment ▪ Traumatic brain injury ▪ Visual impairment including blindness |
|---|--|

Students diagnosed with certain disabilities and requiring specially designed instruction receive an Individualized Education Program (IEP). IEPs are legal documents developed jointly by schools and parents that define the objectives, services and evaluations to be implemented in support of 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: Many children in the population	Low Incidence: Fewer children in the population
<ul style="list-style-type: none"> ▪ For students who meet eligibility criteria for Learning Support or Emotional Support ▪ Supports student education to the extent possible with regular education peers, with accommodation strategies to meet their unique needs in the Least Restrictive Environment 	<ul style="list-style-type: none"> ▪ For students who require Autistic Support, Life Skills Support or Multiple Disabilities Support ▪ Supports student education in Substantially Separate Programs in regular school buildings and the general education program, to the extent determined by their Individual Education Program (IEP)

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

Service Need: time a student receives service from special education personnel	Program Support: type of service required
Itinerant –20% or less of the school day Supplemental – more than 20% but less than 80% of the school day Full time – 80% or more of the school day	Learning support Life skills support Emotional support Deaf & hearing impaired support Blind & visually impaired support Speech & language support Physical support Autistic support Multiple disabilities support

Allotment based on SDP policy for Low Incidence:

- Geography and Accessibility of Building: attempt to minimize travel and maintain stability over time for children by locating programs relative to student needs in the city.

Office Responsible for Allocating the Resource:

Office of Specialized Instructional Services (OSIS)

How the Amount Is Determined:

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

- a. Teacher case load: the number of students a teacher can be responsible for, given student need as defined in the IEP
 - Student amount of service need – % of time students receive service
 - Student program support need defined in IEP (nature of disability)
- b. Student age range: teachers are limited to 3-year age span for grades K-6 and a 4 year age span for grades 7-12.

FY11-12 Caseloads as Determined by Pennsylvania State Code, Chapter 14 and the IDEA

	Itinerant (< 20%)	Supplemental (20% - 80%)	Full-Time (80% +)
Learning Support	50	20	12
Life Skills Support	20	20	12 (K-6) 15 (7-12)
Emotional Support	50	20	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

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

Preparation time for Low Incidence teachers is allocated to schools by the Office of Management and Budget using a formula based on contractual requirements (see the section of this Guide on the Regular Education Teacher Allotment).

Special Education paraprofessionals (Classroom Assistants and Supportive Services Assistants) are allocated to schools as follows:

- 1 Paraprofessional per Autistic Support class
- 1 Paraprofessional per Life Skills Support class
- 2 Paraprofessionals per Multi-Disabilities Support class.

Some Low Incidence SPED paraprofessionals are funded through Individuals with Disabilities Education Act (IDEA) funds. Other SPED paraprofessionals, and SPED teachers, are funded from the Operating budget.

Since the 2009/2010 school year, state regulations call for combining the old 'Resource' and 'Part-time' levels designations into a single 'Supplemental' level. Elementary schools receive both regular education and special education teachers for students who are in regular education classes for at least 20% of the school day, which includes students who are receiving Itinerant and Supplemental levels of service. Middle schools and high schools receive both regular education and special education teachers for students who are in regular education classes for more than 80% of the school day (Itinerant students). The different ways of allocating teachers are illustrated in the table below.

Types of Teachers Allocated by School Level and Service Need

	Itinerant < 20%	Supplemental 20-80%	Full-Time >80%
Elementary	Reg Ed	Reg Ed	SPED
Middle	Reg Ed	SPED	SPED
High Schools	Reg Ed	SPED	SPED

Must Be Used For:

High and Low Incidence Special Education teachers, prep teachers, and paraprofessionals.

Can this Allotment Be Supplemented?

Yes, schools may supplement their High Incidence and Low Incidence SPED allotments using their own funds.

Cannot Be Used For:

Anything unrelated to the support of Special Education services.

6. Special Education Liaisons (SELs)

Office Responsible for Allocating the Resource:

Office of Specialized Instructional Services

How the Amount is Determined:

Schools are provided either with funding for 1.0 position to provide release time for an individual in a school designated as the Special Education Liaison (SEL), or with 0.5 position to provide release time for the SEL, based on the following criteria:

- All comprehensive empowerment high schools will receive a 1.0 Special Education teacher position.
- Some K-8 schools will receive 0.5 Special Education teacher position, depending on the number of special education students and classes.

Must Be Used For:

These 1.0 or 0.5 equivalents are funded from IDEA funds and may only be used to provide release time for the individual designated as the SEL. SEL duties include the following:

- Serving as liaisons between schools and SPED Directors;
- Coordinating IEP meetings;
- Coordinating with psychologists and related services providers (e.g., Occupational and Physical Therapists);
- Ensuring timely and accurate reporting and compliance;
- Participating in training sessions, and coaching SPED teachers based on what they learned in those sessions.

Cannot Be Used For:

Anything besides release time for the SEL.

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

Office Responsible for Allocating the Resource:

Office of Multilingual Curriculum and Programs

How the Amount Is Determined:

ESL Teachers and Bilingual Teachers support students whose primary language is not English. Students take a test of English proficiency annually 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. Students in monitoring receive services based on needs.

1. Entering 2. Beginning	Approximately 3 periods per day of support
3. Developing	Approximately 2 periods per day of support
4. Expanding 5. Bridging 6. Reaching 7. Other	Approximately 1 period per day of support

SDP generally determines the number of ESL teachers for each school based on enrollment and student need. First, the “need-weighted” enrollment is calculated, using the number of students in each proficiency category:

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

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

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

- a. K-8 grade span: schools with ELL students who are spread across more grades & proficiency levels have allocations rounded up to the next full position.
- b. Co-Teaching: schools successfully employing a co-teaching model using ESL teachers have allocations rounded up to the next full position.
- c. High School: because of the complexities of rostering at high schools, allocations are rounded up to the next full position.
- d. Partial positions: calculations resulting in a 0.7, 0.8, or 0.9 position have allocations rounded up to the next full position. Calculations resulting in a 0.1 position at schools where there is already at least 1.0 position are rounded down to the next full position.
- e. Legal Settlement Terms: schools receive additional teachers if additional service is specified in the terms of an applicable legal settlement.
- f. Special Education students: teacher allocations are rounded up where warranted by the IEPs of ELLs.
- g. 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 tutoring, or an ESL program at another school that is appropriate for the students.⁴

Allotments of ESL teachers at Newcomer Learning Academies and allotments of Bilingual Teachers are developed somewhat differently:

⁴ Two itinerant teachers will serve the special admit schools based on the LeGare court consent decree.

- At Newcomer Learning Academies, ESL teachers are allocated in order to achieve a student/teacher ratio of 20:1.
- Schools with bilingual teachers because of large numbers of heritage language speaker students receive an additional full position.
- Schools participating in the Transitional Bilingual Program receive bilingual grade teachers to teach the curriculum in Spanish, in addition to their allotment of ESL teachers.

Can this Allotment Be Supplemented?

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

8. ELL Support – Bilingual Counseling Assistants

Office Responsible for Allocating the Resource:

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

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.

9. Supplemental Counselors

Office Responsible for Allocating the Resource:

Academic Counseling and Standards Office

How the Amount Is Determined:

Each school is required by contract to have at least one counselor, which is to be purchased from school-based funds. In addition, based on the Academic Guidance (see Appendix D), all high schools are to purchase counselors to achieve a 500:1 ratio of students to counselors using school-based funds.

Schools may receive additional centrally-funded counselors to reduce the ratios of students to counselors, depending on the needs of their students. Target ratios by school level, and reasons that schools might get allocations higher than the target ratio, are shown in the table below:

Student-Counselor Ratios

School Type	Target Ratio	Exceptions
Elementary Schools without middle grades (K-4, K-5, K-6)	500:1	High needs schools may receive higher allotments Physical configuration of school may warrant higher allotments
Elementary Schools with Grades 6, 7 and 8	400:1	Schools with 150 or more students in grades 6-8 combined receive an additional 0.5 position
Middle Schools	300:1	Schools with the following characteristics may receive higher allotments: <ul style="list-style-type: none"> ▪ High needs ▪ Special grade configurations ▪ Single sex schools ▪ Promise Academies ▪ Schools with cuts in other support services
High Schools	400:1	Schools with the following characteristics may receive higher allotments: <ul style="list-style-type: none"> ▪ High needs ▪ Special grade configurations ▪ Single sex schools ▪ Promise Academies ▪ Schools with cuts in other support services

Can this Allotment Be Supplemented?

Yes, schools may purchase additional counselor positions using their own funds.

10. Instrumental Music Teachers

Schools receive an allotment of instrumental music teachers who divide their time among multiple schools (itinerant teachers) from the Department of Comprehensive Arts Education. The allotment for any one school is therefore typically not a whole number, with each 0.2 position representing one school day of service. About 190 schools receive these services; not all schools have instruments and instrumental instruction.

Office Responsible for Allocating the Resource:

Department of Comprehensive Arts Education / Office of Teaching and Learning

How the Amount Is Determined:

One half-day per week of itinerant music teacher capacity is provided for every 15 students expressing an interest in an area of instrumental music; for example, a school would receive one half a day of string service if it had fifteen string instruments, one half day of wind teacher service if a school had 15 wind instruments, or one half day of percussion service if a school had 15 percussive instruments. The following factors are also considered in the assignment of itinerant music teachers:

- Principal support for instrumental music (e.g., allowing students to be released from class for instrumental time)
- Appropriate instrument inventory to match teacher service
- Whether appropriate classroom space is available for instrumental classes and a secure place to store instruments

- Whether a school has a staff member, such as a full-time music teacher, who can assure the safety of instruments.

Can This Allotment Be Supplemented?

Schools may be able to supplement their instrumental music allotment using their own funds, (except for Title I funds, unless used to release teachers for Professional Development or to provide Preparation Time coverage) depending on the availability of itinerant teachers and District-wide demand for their services.

11. Career and Technical Education - Perkins Grant

Office Responsible for Allocating the Resource:

Secondary School Reform Office

How the Amount Is Determined:

The amount of the grant award is determined by the number of students enrolled in State certified vocational programs District-wide. This information is supplied by the High School Reform Office, which measures Vocational Average Daily Membership (VADM). It is a legislative requirement that federal resources be concentrated in amounts sufficient to bring about measureable improvement. A secondary school must qualify for a grant of at least \$15,000 under the formula to receive an allocation.

Must Be Used For:

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

- Involvement of parents, business & labor organizations in the design, implementation & evaluation of Career and Technical Education (CTE) programs;
- Career guidance/academic counseling;
- Develop local education & business partnerships;
- Provide programs for special populations;
- Professional development;
- Integration of academics and vocational education;
- Improving or developing new CTE courses;
- 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.

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 or secretarial 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).

12. Vocational Education Training

Office Responsible for Allocating the Resource:

Office of Career, Technical, and Vocational Education

How the Amount Is Determined:

Allotments are used for teachers or teacher assistants to provide expanded opportunities for students to participate in approved Career and Technical Education programs. In order to receive funds, a school must have an approved program that conforms with state and federal guidelines, and enough students to warrant an additional teacher in the school.

Can This Allotment Be Supplemented?

Yes, schools may supplement their Vocational Education staff using their own discretionary funds.

13. School Age Parents – ELECT Program

Office Responsible for Allocating the Resource:

Early Childhood Education

How the Amount Is Determined:

The Education Leading to Employment, Career and Training (ELECT) program provides services to pregnant and parenting teens with goal of helping them complete high school. The program operates in 27 different comprehensive high schools and alternative education settings. Program participants receive educational and social services and learn parenting skills. The program is primarily grant-funded; allotments to schools represent teacher positions that are the School District's match for the grant.

Can This Allotment Be Supplemented?

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

14. Accelerated Learning

Office Responsible for Allocating the Resource:

Secondary School Reform

How the Amount Is Determined:

The Accelerated Learning funding supports proficient and/or advanced performing students through programs and resources such as the International Baccalaureate Program, Advanced Placement courses, Spring Board, and on-line exam prep courses. The Accelerated Learning allotment to schools specifically funds release time for a teacher to fulfill the responsibilities of International Baccalaureate Coordinator.

Can This Allotment Be Supplemented?

Yes, schools may supplement their Accelerated Learning allotment using their own discretionary funds.

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

Office of Academic Support

How the Amount Is Determined:

Nurses are allocated approximately according to enrollment. Generally, SDP staffs one nurse for each 750 pupils enrolled at each school. However, exceptions are sometimes made based on 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).

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

Office of School Safety

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 the school
- Enrollment of the school
- Persistently Dangerous status

As a result of this allocation process, the range of officers per school is 0 to 12. About 60 schools do not have an assigned officer.

Can This Allotment Be Supplemented?

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

17. In-School Suspension

Office Responsible for Allocating the Resource:

Office of Academic Support

How the Amount Is Determined:

The in-school suspension program is an integral part of the continuum of academic, behavioral, and disciplinary interventions. In-school suspension allows schools to:

1. Remove the disruptive student from the general student body;
2. Provide the student with continued academic and behavioral supports;
3. Reduce the number of out-of-school suspensions; and
4. Consider the student as being present at school for ADA purpose.

In FY11-12, each District Focus 46 School will receive \$41,000 in funding for In-School Suspension. The Focus 46 schools are schools that are Persistently Dangerous, or meet two of the following three criteria:

1. Over 40% chronically truant;
2. Under 90% average daily attendance;
3. 5 or more incidents of violence per 100 students

Can This Allotment Be Supplemented?

Yes, schools may supplement their In-School Suspension funds with their own discretionary funds (not Title I funds).

18. Facilities/ Custodial

Office Responsible for Allocating the Resource:

Office of Facilities Management

How the Amount Is Determined:

Custodial employees are assigned to schools based on square footage. 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.

19. Food Services

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

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: FY11-12 School Action Plan Timeline

Dates		Topic/Activity/Deliverables
April 7th Principals' Meeting		Action Plan Overview Training Sessions The action planning and budget training sessions are linked to emphasize the connection between budgets and the action process.
April 7th – April 29th		Midpoint Revision Action Plans should be revised to ensure that the strategies proposed are reflective of current educational practices, locally relevant data, (e.g., report card marks, benchmark results, etc.). Goals, objectives and actions should be adjusted accordingly to align with the school's budget. <i>Technical assistance available through the Office of School Improvement</i>
on or before April 29th (Revised plans can be submitted prior to the April 29th due date)		Revised Action Plans Due to the Assistant Superintendent and the Office of School Improvement Electronic and (2) hard copies submitted to: Assistant Superintendent and DeAnne Wimbish, contact 215-400-5371, dwimbish@philasd.org 440 North Broad Street, 2 nd Floor Portal A, Suite 2122
April 29th – May 13th		Assistant Superintendent and Office of School Improvement Review of Action Plans Action Plans will be reviewed by the Assistant Superintendent and the Office of School Improvement. Reflective feedback and recommendations for revision will be forwarded to principals and must be incorporated into the finalized plan. Selected schools will be notified by the Assistant Superintendent of the requirement to defend their Action Plan.
May 23rd – June 10th		Action Plan Defenses Selected schools along with their leadership teams will participate in the Action Plan Defense. Schools will be selected to defend their plan based upon the criteria for review and at the discretion of the Assistant Superintendent.
Non-Empowerment Schools on or before May 27th	Empowerment Schools on or before June 20th	Finalized Action Plans Due to the Assistant Superintendent Finalized Plans incorporating recommended revisions with original signatures should be submitted to: Assistant Superintendent (Electronic and 5 hard copies) Assistant Superintendent will forward file containing electronic copies and (3) hard copies <u>one of which has the original signatures</u> to: DeAnne Wimbish, contact (215-400-5371; dwimbish@philasd.org)
July 1, 2011		Final plans due to PDE: The Office of School Improvement will submit the plans to PDE.

Appendix B: FY11-12 School Budget Development Timeline

April 1, 2011	Release School Budgets to Schools
April 7, 2011	Budget Meetings at City-wide Principals' Meeting
April 11, 2011	Draft Budgets Submitted to Assistant Superintendents
April 11 – 21, 2011	School Budget Reviews with Assistant Superintendents and Office of Management and Budget (OMB)
April 25, 2011	Approved School Budgets Due to Office of Management and Budget (OMB) by Close of Business
June 1, 2011	Site selection begins

Appendix C: 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. Academic mandates that have been set by the Superintendent are addressed as part of the development of School Action Plans and are not listed in this appendix.

Federal and/or State Laws:

Mandate	How to Meet the Mandate
Individuals with Disabilities Education Act (IDEA): 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 Regional Special Education staff members to ensure that all student IEPs are being followed with fidelity.
Rehabilitation Act of 1973 – Section 504: 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).
Gifted Students: 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.
Nurse Services: 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 can be purchased in one day per week increments. Each day is equivalent to 0.2 of a nurse position.

Collective Bargaining Agreement Provisions:

Mandate	How to Meet the Mandate
<p>Maximum Class Sizes (Regular Education): Grades K through 3 – 30 students to 1 teacher Grades 4 through 12 – 33 students to teacher</p>	<p>You have been allotted funding equal to the number of teachers the School Resource Support Office (SRS) believes you will need to meet these mandates, given their current enrollment projections. If your 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.</p>
<p>Teacher Prep Time: Elementary – 225 minutes per week Middle – 360 minutes per week for advisors, 270 minutes per Week for non-advisors High – 225 minutes per week</p>	<p>Same directions as above.</p>
<p>School Counselor: A minimum of one school counselor per School is required by the PFT.</p>	<p>This mandate may be superseded by the educational requirements contained in your Action Plans.</p>
<p>Librarian or Library Instructional Materials Aide (LIMA): Every school with 1,000 or more students must have a librarian or LIMA.</p>	<p>If your school enrollment is projected to be 1,000 or greater you must budget for at least a LIMA.</p>
<p>Elementary School Extra-Curricular Pay (EC): 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.</p>	<p>Multiply the number of teacher-types you have budgeted by 6.5, add 220 and multiply the total by the contractual EC rate of \$49.04/hour (including benefits). Make sure that a minimum of this amount of EC pay is budgeted.</p>
<p>Facilities Coverage during Evening and Weekend Hours: School buildings cannot be open without coverage from facilities Staff, generally the building engineer.</p>	<p>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.</p>

Appendix D: Academic Guidance for the 2011-2012 School Budget Process

The following recommendations have been established by the Superintendent and the academic leadership team. Compliance with these recommendations will be monitored by your Assistant Superintendent, the Office of Management and Budget, the Office of School Resource Support, the Office of Grants Compliance/Title I and other central offices with compliance responsibilities.

In addition to the academic guidelines listed below, there are numerous federal, state and local laws and regulations and collective bargaining agreement provisions that schools must follow; these are shown in Appendix B, “Minimum Legal and Contractual Mandates with Budgetary Implications.” For items such as class size and counselor ratios that are listed on both documents, the academic guidelines are more strict and supersede the legal and contractual mandates.

Due to FY11-12 budget reductions, schools have much greater flexibility this year in the Academic Guidance. Unfortunately, significant reductions have been made in the positions and funding allocated by central offices to schools. Therefore, rather than being required to spend their funds on certain items, in most cases, schools may determine which positions to fund (look for “may purchase,” which means that it is not a required expenditure).

1. Positions to be Funded from School Budgets and/or Centrally Allocated Funds

Funded from School Budget Formulas	Centrally Allocated Positions and Other Resources
<p>Counselors: High Schools are to purchase a minimum of one counselor for every 500 projected students using its own school budget funds. This requirement exceeds the minimum of one counselor per school that is legally mandated in the PFT contract (see Legal Mandates). <i>Title I eligible</i></p>	<p>Counselors: Some schools will receive additional, centrally-funded counselors to reduce the ratio of students to counselors. See the body of the Guide to School Budgets for details.</p>
<p>Teacher Leader: All empowerment schools are to advertise in the schools through the contractual provision for a teacher leader who must teach a minimum of 2 periods per day. This position will be responsible for the implementation of the mandated interventions, professional development and other instructionally-related duties as determined by the principal. This is optional for non-empowerment schools. <i>Title I eligible</i></p>	<p>Teacher Leader: No central funding will be provided for this position.</p>

Funded from School Budget Formulas	Centrally Allocated Positions and Other Resources
<p>Special Education Liaison Support: Schools may purchase Special Education teacher positions with their own school budget funds in order to provide release time for the Special Education Liaison. <i>Not Title I eligible</i></p>	<p>Special Education Liaison Support: All comprehensive empowerment high schools will receive a 1.0 Special Education teacher position. Some K-8 schools will receive a 0.5 Special Education teacher position, depending on the number of special education students and classes.</p>
<p>Department Chairs (Optional): Each High School may purchase one release period per day for each of the 4 Core Content Areas. Purchasing one release period for one teacher is the equivalent of purchasing 0.2 of a full 1.0 teacher position. The four core content areas are English, Math, Science and Social Studies. <i>Title I eligible if documented in the school Action Plan, logs are kept for the released period which will be used for professional development, a roster is produced, and associated documentation is maintained.</i></p>	<p>Department Chairs: No central funding will be provided for these positions.</p>

2. Guidance Related to Rostering Teachers

Funded from School Budget Formulas	Centrally Allocated Positions and Other Resources
<p>World Language Programs: All High Schools with 600 or more students must provide at least 2 world languages to their students; High Schools with fewer than 600 students must provide 1 world language. CTE Schools regardless of size must offer 1 world language. <i>Not Title I eligible</i></p>	<p>World Language Programs: No central funding will be provided for these positions.</p>

Funded from School Budget Formulas	Centrally Allocated Positions and Other Resources
<p>Art or Music Teacher(s): All schools are to purchase the following level of art or music teachers, depending on their enrollment:</p> <ul style="list-style-type: none"> Up to 499 students: 2 days/week, or 0.4 of a teacher 500 to 999 students: 3 days/week, or 0.6 of a teacher 1,000 or more students: 5 days/week, or a full teacher <p>The art or music teacher position is to be funded from existing school teacher and prep teacher allocations and/or other school level resources.</p> <p><i>Title I eligible in elementary and middle schools if: a) the purchase is over and above required prep and b) the purchase allows core teachers to be released for common planning time, CSAP, or professional development. A roster must be produced. Associated documentation must be maintained.</i></p>	<p>Art or Music Teachers: No central funding will be provided for these positions.</p>
<p>Physical Education Program – Every elementary and middle school must provide a physical education program for every student. <i>Not Title I eligible</i></p>	<p>Physical Education Program: No central funding will be provided for this program.</p>
<p>Middle School Extra Period – (Optional) Middle Schools may provide an additional (8th) period for additional enrichment and career exploration opportunities as envisioned in Imagine 2014. <i>Title I eligible in elementary and middle schools if the purchase allows core teachers to be released for common planning time, CSAP, or professional development. A roster must be produced. Associated documentation must be maintained.</i></p>	<p>Middle School Extra Period: No central funding will be provided for this program.</p>

Appendix E: Central vs. School Based Resource Allocation Summary

SCHOOL BUDGET RESPONSIBILITY ¹	CENTRAL OFFICES RESPONSIBILITY ²	CENTRAL RESPONSIBILITY - SCHOOLS MAY SUPPLEMENT ³
Personnel		
Teachers, including Art/ Music teachers	Special education teachers, paraprofessionals, and related service providers ELL school-based teachers	Supplemental ELL teachers Special Education teacher positions to release the SEL
Paraprofessionals, inc. Classroom Assistants, Noon-Time Aides and Supportive Service Assistants (SSAs)	Paraprofessionals for annexes and 504 Accommodation	
Librarians/ LIMAs	Vocational Education	Supplementary Vocational Education
Elementary, Middle schools: 1 counselor per school High schools: minimum of 1 counselor for every 500 projected students	Additional counselors to reduce the ratio of students to counselors (see the <i>Supplemental Counselors</i> section of Guide to School Budgets)	Bilingual Counselor Assistants (BCAs) Counselors – schools may purchase additional counselor positions to reduce student: counselor ratios
Building administration – leadership and office support	School police officers	School police officers for Saturday and after-school activities
Substitutes – staff development absences	Substitutes – non-staff development absences	
Extra-curricular/ extended day non-athletic student activities, including Saturday school	Athletics coaches	
Social workers	Nurses based on enrollment and need	Supplementary Nurses
	Lunch room/ cafeteria services	Supplemental lunch room/ cafeteria services
	Custodial services	Supplementary custodial services
Services and Supplies		
School-based Professional Development Special Education professional development and supplies	Non-school-based Professional Development	Supplementary Professional Development
Instructional materials, library books, computer hardware and software	Information technology network support and technical assistance	
Optional test preparation or other assessment-related activities	District-wide assessment	
Replacement textbooks (for lost and damaged textbooks)	Basic textbooks for changes in curriculum or for additional enrollment	
	Copiers, furniture (purchase, repair and maintenance)	Supplemental equipment and furniture
Telecommunications/ telephones	Other utilities	
Language translation for school-based communications and events	Transportation	

- School Budget Responsibility: Schools are responsible for budgeting for these items from their allocated funds.*
- Central Offices Responsibility: Resource levels will be determined, and these items budgeted, by School District of Philadelphia central offices (not by the schools). Allocations of resources in this column are determined each year.*
- Central Office Responsibility – Schools May Supplement: Basic resource levels will be determined, and these items budgeted, by School District of Philadelphia central offices (not by the schools). Schools may choose to augment these resources using their own budgets.*

Appendix F: Resources Yet To Be Determined as of April 1, 2011

Resources in the categories below have not yet been allocated to schools as of April 1, 2011. When allocations are made, schools will be notified, the allotments will be added in the Staffing Management System (SMS), and an addendum to the Guide to School Budgets will be issued to provide information about the allotments.

- Bilingual Counselor Assistants
- Reduced Class Size Teachers
- Social Service Liaisons (SSLs)

Appendix G: Programs and Resources Discontinued in FY11-12

School-Based Resources

- Managers of Non-Instructional School Services (MNISS)
- Local Management Officers
- School-Based Instructional Specialists (SBISs)
- Instructional Reform Facilitators (IRFs)

Centrally-Allocated Resources

- A/B Schedule Teachers
- Common Planning Time Teachers (Achievement Teachers)
- Empowerment Support Teachers
- Second School-Based Instructional Specialist for large schools and high schools
- Reading Recovery Teachers
- Parent and Community Ombudsmen
- Student Advisors

Appendix H: FY11-12 Average Salaries

MATRIX OF POSITIONS AND SALARIES			
ELEMENTARY SCHOOL EDUCATION			
POSITIONS	2011-2012 AVERAGE SALARY	FRINGE BENEFITS	TOTAL SALARY & BENEFITS
Assistant Principal	\$108,100	\$37,900	\$146,000
Assistant Principal - 12 Months	\$119,600	\$40,100	\$159,700
Auxiliary Teacher	\$46,000	\$23,200	\$69,200
Bilingual Counseling Assistant	\$36,800	\$21,400	\$58,200
Classroom Assistant	\$26,900	\$19,400	\$46,300
Climate Support Assistant	\$40,800	\$22,200	\$63,000
Community Relations Liaison	\$39,000	\$21,300	\$60,300
Counselor	\$63,300	\$28,400	\$91,700
Executive Secretary	\$57,000	\$25,300	\$82,300
Health Room Technician	\$8,600	\$5,900	\$14,500
Instructor, Jrotc	\$70,600	\$28,600	\$99,200
Interp, Deaf/Hard Of Hearing	\$52,700	\$24,400	\$77,100
Librarian	\$63,300	\$28,400	\$91,700
Library Instructional Materials Asst	\$33,000	\$20,600	\$53,600
Non Teaching Assistant	\$40,800	\$22,100	\$62,900
Noon Time Aide (One Hour Daily)	\$2,000	\$500	\$2,500
Noon Time Aide - 3 Hr	\$6,000	\$1,500	\$7,500
Noon Time Aide - 3.5 Hr	\$7,000	\$1,750	\$8,750
Noon Time Aide - 4 Hr	\$8,000	\$2,000	\$10,000
Noon Time Aide - 4.5 Hr	\$9,000	\$2,250	\$11,250
Noon Time Aide - 5 Hr	\$10,000	\$2,500	\$12,500
Nurse	\$74,300	\$28,700	\$103,000
Principal, 10 Months	\$109,700	\$38,200	\$147,900
Principal, 12 Months	\$127,800	\$41,700	\$169,500
Program Asst	\$27,000	\$19,400	\$46,400
School Aide II	\$28,700	\$18,600	\$47,300
School Community Coordinator	\$40,600	\$22,100	\$62,700
School Operations Officer	\$46,600	\$23,300	\$69,900
School Police Officer, 10 Month	\$39,600	\$22,000	\$61,600
Secretary (10 Mos)	\$35,900	\$21,200	\$57,100
Secretary III (10 Mos)	\$40,400	\$22,100	\$62,500
Secretary III (12 Mos)	\$52,500	\$24,400	\$76,900
Supportive Services Assistant 3 Hours	\$8,500	\$5,900	\$14,400
Supportive Services Assistant 4 Hours	\$11,300	\$6,500	\$17,800
Teacher	\$63,300	\$28,400	\$91,700

MATRIX OF POSITIONS AND SALARIES			
MIDDLE SCHOOL EDUCATION			
POSITIONS	2011-2012 AVERAGE SALARY	FRINGE BENEFITS	TOTAL SALARY & BENEFITS
Assistant Principal	\$107,600	\$37,800	\$145,400
Assistant Principal - 12 Months	\$120,100	\$40,200	\$160,300
Auxiliary Teacher	\$46,000	\$23,200	\$69,200
Bilingual Counseling Assistant	\$36,800	\$21,400	\$58,200
Classroom Assistant	\$26,900	\$19,400	\$46,300
Climate Support Assistant	\$40,800	\$22,200	\$63,000
Community Relations Liaison	\$39,000	\$21,300	\$60,300
Computer Lab Assistant	\$36,100	\$21,200	\$57,300
Conflict Resolution Specialist	\$38,300	\$21,700	\$60,000
Counselor	\$65,100	\$29,100	\$94,200
Department Head	\$93,900	\$32,600	\$126,500
Health Room Technician	\$8,600	\$5,900	\$14,500
Instructor, Jrotc	\$70,600	\$28,600	\$99,200
Interp, Deaf/Hard Of Hearing	\$52,700	\$24,400	\$77,100
Librarian	\$65,100	\$29,100	\$94,200
Library Instructional Materials Asst	\$31,600	\$20,400	\$52,000
Non Teaching Assistant	\$40,600	\$22,100	\$62,700
Noon Time Aide (One Hour Daily)	\$2,000	\$500	\$2,500
Noon Time Aide 3 Hrs	\$6,000	\$1,500	\$7,500
Noon Time Aide 3.5 Hrs	\$7,000	\$1,750	\$8,750
Noon Time Aide 4 Hrs	\$8,000	\$2,000	\$10,000
Noon Time Aide 4.5Hrs	\$9,000	\$2,250	\$11,250
Noon Time Aide 5 Hrs	\$10,000	\$2,500	\$12,500
Nurse	\$74,300	\$28,700	\$103,000
Principal, 10 Months	\$115,900	\$39,400	\$155,300
Principal, 12 Months	\$132,200	\$42,600	\$174,800
School Aide II	\$28,700	\$18,600	\$47,300
School Community Coordinator	\$40,600	\$22,100	\$62,700
School Community Liaison	\$39,900	\$22,100	\$62,000
School Operations Officer	\$46,100	\$23,200	\$69,300
School Police Officer, 10 Month	\$39,600	\$22,000	\$61,600
Science Lab Assistant	\$36,100	\$21,200	\$57,300
Secretary (10 Mos)	\$35,900	\$21,200	\$57,100
Secretary III (10 Mos)	\$48,400	\$23,600	\$72,000
Secretary III (12 Mos)	\$52,500	\$24,400	\$76,900
Social Worker	\$57,400	\$25,400	\$82,800
Supportive Services Assistant 3 Hours	\$8,500	\$5,900	\$14,400
Supportive Services Assistant 4 Hours	\$11,300	\$6,500	\$17,800
Teacher	\$65,100	\$29,100	\$94,200

POSITION MATRIX OF SALARY AND BENEFIT COSTS
SENIOR AND AREA VOCATIONAL TECHNICAL HIGH SCHOOLS

POSITIONS	2011-2012 AVERAGE SALARY	FRINGE BENEFITS	TOTAL SALARY & BENEFITS
Agricultural Mechanic/Stck Clerk	\$47,400	\$23,400	\$70,800
Assistant Principal	\$102,500	\$36,800	\$139,300
Assistant Principal - 12 Months	\$120,800	\$40,400	\$161,200
Auxiliary Teacher	\$46,000	\$23,200	\$69,200
Bilingual Counseling Assistant	\$36,800	\$21,400	\$58,200
Bilingual Voc Supposrt Asst	\$39,300	\$23,200	\$62,500
Child Care Dev Cook	\$17,700	\$12,900	\$30,600
Classroom Assistant	\$26,900	\$19,400	\$46,300
Climate Support Assistant	\$40,800	\$22,200	\$63,000
Community Relations Liaison	\$39,000	\$21,300	\$60,300
Computer Lab Assistant	\$44,100	\$22,800	\$66,900
Conflict Resolution Specialist	\$21,900	\$18,400	\$40,300
Content Specialist	\$76,000	\$29,100	\$105,100
Counselor	\$65,800	\$28,700	\$94,500
Department Head	\$93,900	\$32,600	\$126,500
Farmer	\$44,900	\$23,000	\$67,900
Health Room Technician	\$8,600	\$5,900	\$14,500
Instructor, Jrotc	\$70,600	\$28,600	\$99,200
Interp, Deaf/Hard Of Hearing	\$52,700	\$24,400	\$77,100
Librarian	\$65,800	\$28,700	\$94,500
Library Instructional Materials Asst	\$34,400	\$20,900	\$55,300
Motivation Coordinator	\$87,800	\$31,400	\$119,200
Non Teaching Assistant	\$40,900	\$22,200	\$63,100
Noon Time Aide (One Hour Daily)	\$2,000	\$500	\$2,500
Noon Time Aide 3 Hrs	\$6,000	\$1,500	\$7,500
Noon Time Aide 3.5 Hrs	\$7,000	\$1,750	\$8,750
Noon Time Aide 4Hrs	\$8,000	\$2,000	\$10,000
Noon Time Aide 4.5 Hrs	\$9,000	\$2,250	\$11,250
Noon Time Aide 5 Hrs	\$10,000	\$2,500	\$12,500
Nurse	\$74,300	\$28,700	\$103,000
Principal, 10 months	\$119,400	\$40,100	\$159,500
Principal, 12 months	\$135,500	\$43,600	\$179,100
School Aide II	\$28,700	\$19,600	\$48,300
School Community Coordinator	\$40,600	\$22,100	\$62,700
School Community Liaison	\$39,900	\$22,100	\$62,000
School Development coord	\$42,300	\$23,000	\$65,300
School Operations Officer	\$48,000	\$23,600	\$71,600
School Police Officer, 10 Month	\$39,600	\$22,000	\$61,600
Science Lab Assistant	\$44,100	\$22,800	\$66,900
Secretary (10 mos)	\$36,100	\$21,200	\$57,300
Secretary III, 10 Mos	\$48,400	\$23,600	\$72,000
Secretary III, 12 Mos	\$52,500	\$24,400	\$76,900

POSITION MATRIX OF SALARY AND BENEFIT COSTS
SENIOR AND AREA VOCATIONAL TECHNICAL HIGH SCHOOLS

POSITIONS	2011-2012 AVERAGE SALARY	FRINGE BENEFITS	TOTAL SALARY & BENEFITS
Shop Training Assistant	\$31,800	\$20,400	\$52,200
Social Worker	\$55,000	\$24,900	\$79,900
Social Worker Coordinator	\$60,900	\$26,100	\$87,000
Stock Clerk	\$35,800	\$21,200	\$57,000
Support Services Assist - 3 Hr	\$8,500	\$5,900	\$14,400
Support Services Assist - 4 Hr	\$11,300	\$6,500	\$17,800
Teacher	\$65,800	\$28,700	\$94,500
Teacher Assistant - Comp. Science	\$38,500	\$21,700	\$60,200

Appendix I: FY11-12 Schedule of Hourly Rates

	Per Diem (Daily)	**EC	OT	Prof Dev
Teacher		\$49.04		
Noon Aides/Bus Monitor		N/A		
Principal/Assistant Principal				\$65.38
Leader - Teachers Only				\$58.47
Teacher Participant				\$35.24
Teacher - Prof Develop Planning				\$47.71
School Community Coordinator				\$33.17
Classroom Assistant				\$21.98
Supportive Services Assistant				\$16.08
NTA			\$44.76	
School Police			\$43.45	
Secretary I, II			\$30.15	
Secretary III			\$40.65	
Secretary III (12 Months)			\$44.09	
School Operations Officer			\$40.31	
Librarian		\$49.04		
LIMA			\$27.71	
Per Diem Sub/Retired Teacher Extra Service	\$191.58			
Per Diem Sub Teacher (AESOP)/Tchr Liaison	\$251.29			
Retired Principal/Asst Principal	\$514.99			
Retired Secretary	\$72.69			
<u>Paraprofessional</u>				
Classroom Assistant			\$22.59	
Bilingual Counseling Assistant			\$30.90	
School Aide II			\$24.10	
School Community Coordinator			\$34.10	
Community Relations Liaison			\$32.75	
Lab Assistant			\$37.04	

Appendix J: FY11-12 Grant Funds in School Budgets

General Guidelines

- All grants are to follow all School District of Philadelphia policies and procedures.
- 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."
- All grants to the District or any of its schools totaling more than \$5,000 must be authorized in a resolution approved by the School Reform Commission;
 - Grants of \$5,000 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 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 Management and Budget.

Grant Funds

Fund Prefix	Fund Name	Fund Description	Analyst
242	IDEA, Part B Grant	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

Fund Prefix	Fund Name	Fund Description	Analyst
246	JROTC/CAR Academy Instruction Grant	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.	Halina Jakubowska
270	Perkins Vocational Education Grant	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	Title I, Part A – Basic Grant	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. Some District-wide programs (such as the Empowerment School initiative) are funded from off-the-top Title I funds.	Christopher Fuhr
206	Title I, School Improvement Accountability Grant	Grant funds are to be used to improve educational opportunities for students in low-performing schools and to facilitate compliance with school improvement requirements. Funds are to be used to assist Title I schools in helping all children reach high standards of learning and help low-performing schools provide high-quality education for all children. These funds are currently used to provide a Parent Ombudsmen and a Student Advisor in each School Improvement School.	Delores Hawkins
334	Title II, Part A - Improving Teacher Quality Grant	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 uses funding to provide in-service and retraining for teacher-leaders and support staff through workshops, conferences, higher education credits and professional development sessions in elementary, middle and high schools the areas of math and science. The District also uses funding to provide Reduced Class Size teachers to schools to avoid split grade classes.	Halina Jakubowska
237	Title III – Language Instruction for Limited English Proficient and Immigrant Students	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.	Berni Lindinger

Appendix K: Title I Guidelines

Title I is a federal grant. 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 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

As a grant, there are several principles that regulate the use of Title I funds. These are **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 enhance the efforts of the District and, in schoolwide programs, to upgrade the instructional program. The District and our schools must have in place the basic requirements of allotted teachers, textbooks and related materials for the core curriculum, supplies and equipment to provide basic instruction for students, and any other mandates and necessities to run an instructional program. Title I can be used then to purchase *additional* academic supports that can be layered on top of the requirements to enhance instruction. 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 should be data driven and the focus should be on meeting the instructional needs of the lowest achieving students. All Title I purchases must be fully addressed in the school plan /Federal Requirements Addendum (FRA). In fact, your school plan is a compliance document. If a purchase is mentioned in your school plan/FRA, you must be implementing that purchase. If you are implementing a program using Title I funds, it must be referenced in your school plan/FRA. For your school plan to be compliant, your school must address all the federally required schoolwide components and, if your school is in any level of school improvement, the school improvement components.

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 move forward our instructional program?
- 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?
- 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 ten 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 and require the appropriate documentation. Please consider documentation requirements (such as logs and schedules for personnel) before allocating funds. Your Grants Compliance Monitor (GCM) and the Grants Compliance Office (formerly Title I Office) can answer any questions you may have in this regard.

In general, all grants follow all District policies and procedures. Below is a table of Title I Do’s and Don’ts.

<u>DO PURCHASE</u>	<u>DON’T PURCHASE</u>
<p>Basic Instruction Workbooks that supplement the textbook</p> <p>An <i>additional</i> teacher to reduce class size</p> <p><i>Instructional</i> paraprofessionals to work under the supervision of a highly qualified teacher to provide small group instruction and other academic supports</p> <p>An <i>additional</i> prep teacher to create common planning time in elementary schools</p> <p>A classroom set of computers and a printer for student use</p> <p>Instructional equipment such as projectors, poster makers and Smartboards</p> <p>Salaries for teachers and materials to implement an instructional, supplemental after school, Saturday, and summer program</p>	<p>Basic Instruction Another text that will replace the District’s core textbook for a subject</p> <p>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</p> <p>Noon time aides, NTAs, or SSAs (that will not be supporting instruction in the classroom)</p> <p>Non core-subject teachers and Advanced Placement teachers in secondary schools</p> <p>Computers and printers for teacher and office use</p> <p>Facility upgrades or construction that may be required to install purchased equipment</p> <p>Salaries for non instructional personnel working in a supplemental after school, Saturday, or summer program (for example: secretaries, school police, or NTAs)</p> <p>Salaries for teachers and materials for a non-instructional after school program or club</p> <p>General office supplies</p>

DO PURCHASE

Parent Involvement - Minimum 1% Set Aside

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. Per District policy, cannot use Imprest Fund.

Materials for a make and take workshop

Part time salaries for teachers to run workshops

Books for parents

Activities and manipulatives for parents to use at home with their children

Travel for parents to attend conferences

Printing parent newsletters

Mailing costs for Title I parent communication (through District's mail—do not purchase stamps)

Contracts for speakers to provide workshops for parents

DON'T PURCHASE

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

Parent Involvement - Minimum 1% Set Aside

Clearances for parent volunteers

Food and programs for banquets, assemblies, graduations, and community events

Incentives and gifts for parents

Mailing costs for non-Title I allowable parent communications and any communication that must occur in the absence of Title I funds (consult GCM)

DO PURCHASE

Professional Development - Minimum 5% (not in School Improvement) or 10% (in School Improvement or Warning at time of budget process)

Note: 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.

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 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 (these people are paid the leadership rate to account for this).

An auxiliary teacher (substitute) to relieve teachers who will attend professional development

Contracts for vendors to provide Title I allowable professional development

Travel to conferences with an instructional focus

DON'T PURCHASE

Professional Development - Minimum 5% (not in School Improvement) or 10% (in School Improvement or Warning at time of budget process)

Individual memberships to professional organizations

Student materials that will then require professional development

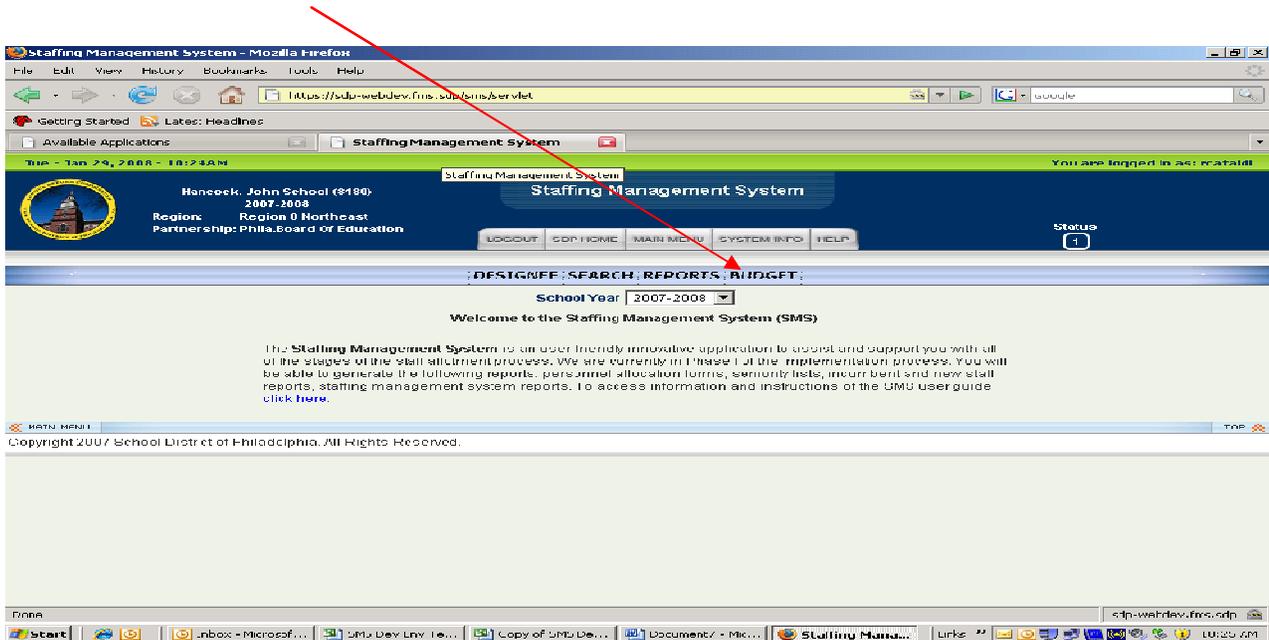
Equipment and supplies

Salaries or portions of salaries for organizational, climate, test coordinator, and other administrative responsibilities

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

Getting Started

1. Enter the School District Website: www.philasd.org
2. Select “Login” to enter the District’s Web applications.
3. Log in Principal: **User Name:** **email address**
 Password: **email password**
5. Launch: **SMS**
6. Click on “**BUDGET**” in the light blue strip, below the Main Tabs



7. Initial screen to be seen is the “Summary Report”.

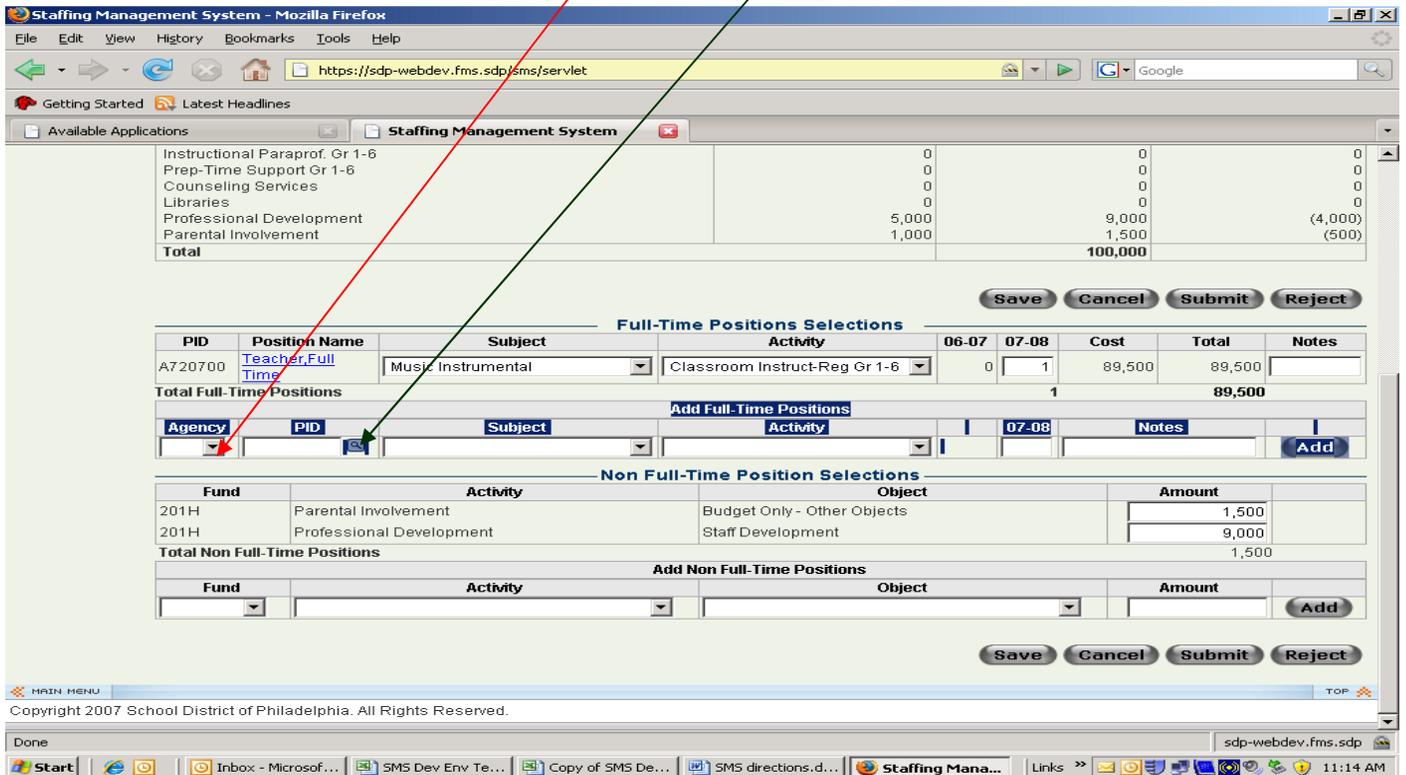
	Basic Operating		Desegregation		Special Ed High Incidence		Special Ed Low Incidence		Title I Basic		Partnership		Total	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Classroom Instruct-Reg Gr 1-6	12	1,074,000	0	0	0	0	0	0	1	89,500	0	0	13	1,163,500
Counseling Services	1	89,500	0	0	0	0	0	0	0	0	0	0	1	89,500
Deaf/Hearing Imp Support	0	0	0	0	0	0	6	366,200	0	0	0	0	6	366,200
High Incidence Support	0	0	0	0	4	358,000	0	0	0	0	0	0	4	358,000
Instruct Supv & Clerical Supp	2	190,900	0	0	0	0	0	0	0	0	0	0	2	190,900
Instructional Paraprof. Or 1-6	4	88,000	4	50,000	0	0	0	0	0	0	0	0	8	138,000
Libraries	1	89,500	0	0	0	0	0	0	0	0	0	0	1	89,500
Noon-Time Aides	2	16,800	0	0	0	0	0	0	0	0	0	0	2	16,800
Prep-Time Support Gr 1-6	3	268,500	0	0	0	0	0	0	0	0	0	0	3	268,500
Sub Total	25	1,817,200	4	50,000	4	358,000	6	366,200	1	89,500	0	0	40	2,680,900
\$50 Teacher Allotment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Budget Only - Books	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Budget Only - Other Objects	0	0	0	0	0	0	0	0	0	1,500	0	0	0	1,500
Budget Only - Other Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Budget Only - Property	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Budget Only-Books & Supplies	0	11,865	0	7,500	0	25,544	0	0	0	0	0	0	0	44,909
Budget Only-Prof/Teach Services	0	0	0	0	0	50,000	0	0	0	0	0	0	0	50,000

Below the Summary selection above, find the funding source you want to work with to begin the budget development process.

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. Add Full-Time Positions – select **home agency** and **PIDN** using drop down arrow or the lookup button. Select **Subject** if applicable, enter appropriate **Activity**, enter allocation, enter Notes if applicable, and click Add button.



* Positions included in the PID drop down menu will automatically populate under the Full-Time position area. If a position is **not** in the PID drop down menu, contact Allan Johnson or Thery McKinzie, and the position will be added within approximately 24 hours.

6. If changes were entered without selecting the “save” or “add” button, the “Cancel” button will take you back to the last saved data.

Non Full-Time Position Selection –

1. “Must haves” for summer reorganization and contractual extra curricular activities need to be entered for Operating Budget. Dollar amounts are provided at the top of the Operating Budget page.
2. Title I Parental Involvement and Professional Development minimums will be entered per the Allotment at the top of the Title I page.
3. To enter a Non Full-Time position, select ACTIVITY and OBJECT. Enter the dollar amount and applicable notes. Click “ADD” button when finished.

4. To determine number of hours that have been budgeted for Contractual Extra Curricular, divide the total dollar amount entered by the Teacher EC rate provided. For all other Extra Curricular, Professional Development, Overtime and Per Diem Services, please use the rates provided to determine how much to budget for each position (See page 3 for rates).
5. All Extra Curricular, Professional Development, Overtime, Per Diem, Books/Supplies, etc., are to be purchased in the “Non Full-Time Position Selections” section.

Appendix M: Contact Information

I. Office of Management and Budget

Main Number: 215-400-4510

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

School Area Budgets

Name and Position	Telephone	E-mail
Robert Bailey, Principal Financial Analyst	215-400-5578	rbailey
Kathryn Jones, Senior Financial Analyst	215-400-5455	kajones
Roger Haynes, Financial Analyst	215-400-6680	rhaynes
Barbra Bell, Title I Financial Analyst	215-400-5458	bpignatelli
Latanya Vicks, Financial Analyst	215-400-5746	lvicks
Latona English, Financial Management Trainee	215-400-6385	lenglish
Deborah Hariston, Budget Tech Assistant	215-400-5459	dhariston
Sidney Jones, Budget Operations Assistant	215-400-6648	sihjones

Grants

Name and Position	Telephone	E-mail
Bill Higgins, Principal Financial Analyst	215-400-5467	whiggins
Mervyn Becker, Senior Financial Analyst	215-400-5495	mebecker
Christopher Fuhr, Senior Financial Analyst	215-400-6696	cfuhr
Delores Hawkins, Senior Financial Analyst	215-400-5441	dehawkins
Halina Jakubowska, Senior Financial Analyst	215-400-5443	hjakubowska
Berni Lindinger, Senior Financial Analyst	215-400-5393	blindinger
Anthony Pane, Senior Financial Analyst	215-400-5446	apane
Anthony Draper, Financial Analyst	215-400-5932	adraper
Elana Feldberg, Financial Analyst	215-400-6527	efeldberg
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

II. Office of Grants Development and Compliance (OGDC)

Office of Grants Development: 215 400-4150

Office of Grants Compliance: 215 400-4220

OGDC Managing Your Grant Guide:

<http://webgui.phila.k12.pa.us/uploads/jn/sH/jnsHpYOC6BYuvAwX1xxcHw/Managing-Your-Grant-Guide.pdf>

III. Offices that Allocate Resources to Schools

Office:	<u>Office of School Resource Support</u>		
Resources:	Regular Education Teachers and Prep Teachers; Class Size Reduction Teachers; Annex and 504 Accommodation		
Contacts:	Thery McKinzie, Executive Director	215-400-5228	mckinzie
	Allan Johnson, Director	215-400-5732	ajohnson
Office:	<u>Office of Specialized Instructional Services (OSIS)</u>		
Resources:	Special Education Staff (High Incidence and Low Incidence); Special Education materials and supplies; Special Education Liaisons (SELs)		
Contacts:	Linda Williams, Interim Deputy Chief	215-400-6088	lwilliams
	Jennifer Meller, Director of Operations	215-400-6055	jmeller
Office:	<u>Office of Multilingual Curriculum and Programs</u>		
Resources:	ESL Teachers, Bilingual Teachers		
Contact:	Lucy Feria, Deputy Chief	215-400-4240	lrodrigu
Office:	<u>Office of Parent, Family, Community Engagement</u>		
Resources:	Bilingual Counselor Assistants		
Contact:	Karren Dunkley, Deputy Chief	215-400-6124	kdunkley
Office:	<u>Academic Counseling and Standards Office</u>		
Resources:	Supplemental Counselors, School-Based Social Services		
Contact:	Wilfredo Ortiz, Deputy Chief	215-400-5092	wortiz
Office:	<u>Department of Comprehensive Arts Education</u>		
Resources:	Itinerant Instrumental Music Teachers		
Contact:	Virginia Lam, Manager of Talent Centers	215-400-5974	vlam
Office:	<u>Office of CTE/ Vocational Education</u>		
Resources:	CTE – Perkins Grant; Vocational Education Training		
Contact:	Larry Aniloff, Executive Director	215-400-5984	laniloff
Office:	<u>Early Childhood Education</u>		
Resources:	School Age Parents/ ELECT Program		
Contacts:	Jenna Monley, Program Manager	215-400-5744	jmonley

Office:	<u>Secondary School Reform</u>		
Resources:	Accelerated Learning		
Contacts:	Vera DaVinci, Program Manager	215-400-5719	vdavinci
Office:	<u>Student Health Services</u>		
Resources:	School Nurses		
Contacts:	Tracey Williams, Director	215-400-4170	twilliams2
Office:	<u>Office of School Safety</u>		
Resources:	School Police Officers		
Contact:	Brendan Lee, Executive Director, School Safety	215-400-6012	brlee
Office:	<u>Office of Student Discipline</u>		
Resources:	In-School Suspension		
Contact:	Gregory Shannon, Deputy	215-400-4230	gshannon