

The School District of Philadelphia

Guide to School Budgets 2016-2017



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INTRODUCTION

This Guide to School Budgets is intended to provide School District of Philadelphia (SDP) principals, School Advisory Councils (SACs), and other stakeholders with useful information about the resources included in school budgets. It is also intended to ensure transparency in the budgeting process by providing stakeholders with information regarding the methodologies used by the District to allocate resources to schools. School budgets were developed based on the FY17 budget projections. Should the adopted budget be higher or lower than projected, school budgets may be adjusted.

SCHOOL BUDGETS AND PRINCIPAL AUTONOMY

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

AVERAGE COSTS

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

The average costs for school positions are calculated using projected employee salary and benefits data grouped by title (e.g., principal, teacher). Salary data are generated from a download of actual School District employees taken from the District's financial system. An example of the calculation for teachers is shown below (see Appendix B for the full list of average costs and an explanation of the calculation methodology).

FY17 Average Teacher Cost

Classification Group Name	Title Name	FTE	Salary Amount	Benefit Amount	Salary and Benefits Total
Teacher	Teacher, Full Time	6,412	\$448,197,700	\$309,044,358	\$757,242,058
Teacher	Teacher, Spec Education	1,272	\$86,484,553	\$60,220,668	\$146,705,221
Teacher	Teacher, Demonstration	82	\$6,510,216	\$4,300,698	\$10,810,914
Teacher	School Counselor, 10 Months	242	\$18,102,572	\$12,195,166	\$30,297,738
Teacher	Teacher, Demonstration, Spec Ed	15	\$1,116,626	\$753,466	\$1,870,092
Teacher	Alternative Programs (Rd)	1	\$83,703	\$54,377	\$138,080
	FY17 Projected	8,024	\$560,495,370	\$386,568,732	\$947,064,102
	Average Cost (Rounded)		\$69,900	\$48,200	\$118,100

BASIC OPERATING BUDGETS

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

Position/ Resource	Allocation Method
Teachers	Schools are allotted the number of regular education teachers to meet specified class size limits and to provide prep time for each teacher. Special education teachers are allocated separately, as detailed in the Centrally Allocated Resources section of this document. Class size limits are as follows: Grades K-3: 30 students Grades 4-12: 33 students Career and Technical Education Schools: 24 students See page 3 for additional details on the teacher formulas for each school level. Kindergarten teachers are entirely funded by grants in FY17.
Principal	One principal per school
Assistant Principals	In addition to the formula below, all neighborhood high schools are provided one assistant principal to support ninth grade. This assistant principal cannot be reallocated for another purpose. 0-699 students: No assistant principal 700-1,349 students: One assistant principal 1,350-1,999 students: Two assistant principals 2,000-2,649: Three assistant principals Over 2,649 students: Four assistant principals
Counselors	All schools are provided at least one counselor. 0-949 students: One counselor 950-1,599 students: Two counselors 1,600-2,249 students: Three counselors Over 2,249 students: Four counselors
Secretaries	0-1,149 students: One secretary 1,150-2,249 students: Two secretaries Over 2,249 students: Three secretaries
Student Climate Support (3 hour)	0-299 students: Two student climate staff 300-449 students: Three student climate staff 450-599 students: Four student climate staff 600-749 students: Five student climate staff 750-949 students: Six student climate staff 950-1,249 students: Seven student climate staff 1,250-1,599 students: Eight student climate staff 1,600-1,999 students: Ten student climate staff Over 1,999 students: Twelve student climate staff Additional student climate staff are provided to schools operating more than one building: Two buildings: Two student climate staff Three buildings: Four student climate staff
\$100 Teacher Allotment	\$100 per teacher and counselor
Summer Reorganization	Schools must pay staff for a specific number of days of Summer Registration/Reorganization. ¹ <u>Elementary Schools</u> 10 days for secretaries (daily rate=\$249.66) <u>Middle and High Schools</u> 10 days for secretaries (daily rate=\$249.66) 10 days for roster chair (daily rate=\$456.17)
Discretionary Funds	\$140 per student for schools identified as Model or Reinforce according to SDP's School Progress Report (SPR) \$165 per student for schools identified as Watch or Intervene according to SDP's School Progress Report (SPR) These funds may be used for staff, supplies, textbooks, computers, extra-curricular activities, parent outreach, etc.
School Redesign Initiative	\$50,000 for each school selected for the School Redesign Initiative
Special Programs	Arts programs: \$50,000 International Baccalaureate (IB) programs: Schools with IB programs receive an additional 1.6 teachers

¹ Summer Reorganization days (10 days) and Professional Development days (10 days) for Principals/Assistant Principals (10 months) will NOT be included in the Summer Reorganization allotment; the funding will be in a central budget code. Principals/Assistant Principals will be required to submit a 324 with Assistant Superintendent's signature for reimbursement. Any difference between the budgeted amount and the amount spent may NOT be used for other purposes.

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

Note: Final allocations may differ slightly due to rounding

School Operating Budget Examples

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

	<u>School A</u>	<u>School B</u>	<u>School C</u>	<u>School D</u>	<u>School E</u>	<u>School F</u>	<u>School G</u>
	Small Elementary School SPR : Watch	Large Elementary School SPR : Model	Middle School SPR : Watch	Small High School SPR : Watch	Special Admission High School SPR : Reinforce	Large Comprehensive High School SPR : Intervene	CTE High School SPR : Watch
Enrollment	332	711	509	364	890	1,656	684
Regular Ed Teachers	14.8 (excludes 1 Kind. Teacher funded in grants)	28.2 (excludes 3 Kind. Teachers funded in grants)	20.6	14.8	36.2	63.0	31.2
Principal	1	1	1	1	1	1	1
Assistant Principals	0 (enrollment <700)	1 (enrollment between 700 & 1,349)	0 (enrollment <700)	0 enrollment <700)	1 (enrollment between 700 & 1,349)	2 (enrollment between 1,350 & 1,999)	0 (enrollment <700)
Counselors	1 (enrollment <950)	1 (enrollment <950)	1 (enrollment <950)	1 (enrollment <950)	2 (enrollment between 950 & 1,599)	3 (enrollment between 1,600 & 2,249)	1 (enrollment <950)
Secretaries	1 (enrollment <1,150)	1 (enrollment <1,150)	1 (enrollment <1,150)	1 (enrollment <1,150)	1 (enrollment <1,150)	2 (enrollment between 1,150 & 2,249)	1 (enrollment <1,149)
Student Climate Staff	3 (enrollment between 300 & 499)	5 (enrollment between 600 & 749)	4 (enrollment between 450 & 599)	3 (enrollment between 300 & 499)	6 (enrollment between 750 & 949)	10 (enrollment between 1,600 & 1,999)	5 (enrollment between 600 & 749)
\$100 Teacher & Counselor Allotment	\$1,580 (\$100 x 15.8 teachers & counselors)	\$2,920 (\$100 x 29.2 teachers & counselors)	\$2,160 (\$100 x 21.6 teachers & counselors)	\$1,580 (\$100 x 15.8 teachers & counselors)	\$3,720 (\$100 x 37.2 teachers & counselors)	\$6,600 (\$100 x 66 teachers & counselors)	\$3,220 (\$100 x 32.2 teachers & counselors)
Summer Reorganization	Secretary: 10 days	Secretary: 10 days	Secretary: 10 days Roster Chair: 10 days	Secretary: 10 days Roster Chair: 10 days	Secretary: 10 days Roster Chair: 10 days	Secretary: 10 days Roster Chair: 10 days	Secretary: 10 days Roster Chair: 10 days
Discretionary Funds	\$54,780 (\$165 x 332 students)	\$99,540 (\$140 x 711 students)	\$83,985 (\$165 x 509 students)	\$60,060 (\$165 x 364 students)	\$124,600 (\$140 x 890 students)	\$273,240 (\$165 x 1,656 students)	\$112,860 (\$165 x 684 students)
Total Basic Operating	\$2,210,737	\$4,030,577	\$2,940,563	\$2,220,578	\$5,016,298	\$9,025,595	\$4,232,858

Notes: Kindergarten teachers are grant funded and not included in Total Basic Operating. Principal/Assistant Principal summer reorganization is allocated centrally and not included in Total Basic Operating.

CENTRALLY ALLOCATED RESOURCES

This section describes those resources that are distributed to schools by the District's central program offices. These resources must be used for the purposes prescribed by the assigning office. Please note that centrally-determined resource levels for the 2016-2017 school year are preliminary and subject to change. Adjustments may be made in the fall when actual school enrollments are determined.

Athletics

The Office of Athletics supports all School District of Philadelphia organized interscholastic teams by providing administrative and financial support to 42 high schools and District middle grades 6, 7, and 8. The Office of Athletics has a \$7.5 million budget, which is allocated specifically to provide necessary athletic supplies and equipment, uniforms, transportation and lodging to/from athletic events, and the necessary personnel, contracts, and facilities to host athletic events. The majority of funding, approximately \$5.5 million, is allocated for the extra-curricular salaries and benefits of athletic directors, coaches, and sports chairpersons. Additionally, the Office of Athletics provides ongoing support to schools that express the need for additional equipment and supplies due to the use, wear, and tear of materials. These needs are assessed and approved by the Executive Director, Robert Coleman.

The remainder of funding not directly allocated to schools is spent as follows:

- Approximately \$500,000 for software and technical support in accordance with the Pennsylvania Interscholastic Athletic Association (PIAA) for officials' salaries and to maintain compliance standards
- Approximately \$360,000 for athletic trainers to cover all athletic events to ensure the safety of athletes
- Approximately \$325,000 for transportation to and from athletic events
- Approximately \$150,000 for school police to cover many athletic events to ensure the safety of those attending the events
- Approximately \$62,500 for contracts for facilities for athletics events
- Approximately \$50,000 for use of School District facilities
- Discretionary funding to maintain the infrastructural integrity of the District's four athletic supersites and various schools' playing fields

Bilingual Counseling Assistants

Bilingual Counseling Assistants (BCAs) are paraprofessionals whose main function is to serve as a cultural broker and linguistic bridge between English learners, their limited-English proficient parents/guardians, and school staff. They also help ensure equitable access to services and opportunities for multilingual students and their families and act as a liaison between multilingual students and families, school staff, English Learners (ELs), and community organizations. Bilingual Counseling Assistants are allocated to schools based on the following considerations: Document Language (which represents the language spoken by the student's parents), Home Language (which represents the student's language), number of students enrolled in the English for Speakers of Other Languages (ESOL) program at a school, and data provided by the Philadelphia Refugee Resettlement Providers Collaborative regarding the anticipated group of refugees that will resettle in Philadelphia.

Career and Technical Education

The Office of Career and Technical Education (CTE) manages all CTE programs in schools. New programming is planned based upon changing industry and business trends, requests from schools, and an assessment of areas that will enhance opportunities for students. Schools may apply to the CTE office to be considered for placements of new programs. Opportunities for requesting new programs are announced in the late fall each year with applications due by the end of January. Principals may not discontinue CTE programs without approval by the CTE and Academic Offices. Principals who are considering this action must notify the CTE office so a review and evaluation of the requests can be initiated.

The CTE office allocates resources using a formula that multiplies the enrollment in CTE programs by the number of credits that students earn in the program. The per student amount available to be allocated is determined annually

by the amount of the Perkins grant award (a federal grant administered by the Pennsylvania Department of Education) and CTE state subsidy that the District receives. These funds can be used for consumable supplies, textbooks, and other needs to support the delivery of CTE programs. See Appendix C for required, permissible, and ineligible uses of Perkins funds. Two examples are provided below.

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

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

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

Certified School Nurses

Certified school nurses are allocated to schools based on a school's enrollment, in accordance with the state mandated ratio of 1:1,500, the medical needs of the students attending each school, and a minimum allocation of one nurse per building. In addition to each building with District schools having a full-time nurse, certified school nurses and the Office of School Health Services are available by telephone for consultation, as well as school site visits when requested. Certain medical conditions require procedures that can only be performed by a nurse. These conditions include g-tube with medication, catheterization when the student cannot perform self-catheterization, and insulin when the student cannot self-administer. As schools are dynamic and as the medical needs of the schools change regularly, additional adjustments may be made to assignments throughout the school year.

English for Speakers of Other Languages (ESOL)

ESOL teacher allocations are determined by the number of students identified as English Language Learners (ELLs) and the level of support required at various proficiency levels as determined by the ACCESS language proficiency test. There are six proficiency levels: Level 1 (Entering), Level 2 (Beginning), Level 3 (Developing), Level 4 (Expanding), Level 5 (Bridging), and Level 6 (Reaching). Students who have been designated as an English Language Learner but have not been assigned a proficiency level are coded as Level 7 (Other).

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

In some cases, deviation from the formula is necessary in order to provide equitable ESOL support across the District. In all schools, the Office of Multilingual Curriculum and Programs is committed to providing professional development opportunities to all educators serving ELLs. Schools that have a partial ESOL teacher allocation may make a school-based purchase to create a whole position at the school. Such purchases should be communicated to the Deputy of Multilingual Curriculum and Programs, Allison Still (awstill@philasd.org).

Food Services Division

The Food Services Division provides over 27 million daily breakfast, lunch, and dinner meals per year to 136,000 K-12 students in 265 District, charter, and private school locations. Meals are provided to all students at no charge regardless of family income. Food Services staff are assigned to each school based on a number of factors including: building configuration (some schools have multiple cafeterias while others have multipurpose room only), number of bell periods (determines how many lunch periods for a particular school), meal delivery method (pre-plate/'satellite' or full-service), principal preference for breakfast meal delivery (cafeteria or breakfast in the classroom), whether school serves twilight dinner meal, in addition to school enrollment, meal participation, and meal volume. Unlike school educational staff, all student meal functions are 'turnkey' operations managed by individual cafeteria managers and Food Services Field Supervisors and therefore, food services positions do not report directly to the school principal.

Itinerant Music

Class Instrumental Music Teachers (CIMTs) are allocated and assigned to schools throughout the district to provide the greatest number of students with equitable and consistent access to relevant, meaningful, and high-quality instrumental music instruction. CIMTs are highly skilled, highly-qualified, certified music educators, categorized by specializations in strings, woodwinds, brass, and percussion. Instrumental music instruction is typically first offered in third or fourth grade and continues through high school, though in some circumstances instruction is available for younger students as determined by the availability of age-appropriate inventory. Allocations and assignments are based on various criteria including equitable distribution, student enrollment, available inventory of instruments, adequate and safe environment for instruction and storage of inventory, and accessibility of students. Consideration is also given to establishing feeding patterns within learning networks to provide opportunities for continuous instruction through graduation. At the high school level, CIMTs are allocated to support school-based instrumental music teachers and are assigned based on their specialty and the needs of the program.

Junior Reserve Officer Training Corps

Junior Reserve Officer Training Corps (JROTC) is an educational program that has been adopted by the District to be offered in selected high schools as an elective program open to all students. It is currently offered in 11 District high schools including the District's designated military academy high school, the Philadelphia Military Academy. Participation in the programming is voluntary, except at the Philadelphia Military Academy, where all students must participate, and requires parental permission. Students receive elective credit for their participation.

JROTC instructors are added to school allocations at no cost to the school. For the Department of Defense to maintain the programs in a school, schools must maintain an enrollment reflecting a cross-section of no less than 10 percent of the student population or 100 students if the student population is 1,000 or greater. Funds for uniforms, instructional materials, equipment, and activities are provided by the JROTC Command and/or the Office of Career and Technical Education. In addition to the curriculum, JROTC Instructors are required to provide extracurricular activities.

JROTC instructors report to the principal of the high school to which they are assigned. The Office of Career and Technical Education oversees all programming. The District's JROTC office is located at Roxborough High School.

Police Officers

School Police Officers are allocated to high schools by the Office of School Safety to allow officers to bid into school assignments by seniority. There are a limited number of these positions. The remaining school police officers are assigned and deployed by the Office of School Safety based on a combination of the following criteria: enrollment, annual number of serious incidents reported at each school, number of school suspensions, size of the school, and status as a "focus" school. Bidding for these allocated positions does not occur until the end of July; therefore, final assignments for all schools will not be determined until mid-August.

Pre-Kindergarten Programs (Pre-K)

Pre-Kindergarten program resources are deployed based on a combination of the existing need for services within the surrounding community and the availability of appropriate facilities to house program-related activities for children ages 3 to 5. The School District of Philadelphia provides Pre-K educational services to approximately 9,500 age- and income-eligible children through its own Head Start and Pre-K Counts/Bright Futures programming, as well as through formal partnership agreements with over 50 high-quality, community-based early learning agencies. In 2015-16, 58 District schools hosted Pre-K programs. These programs are staffed with one certified lead teacher and one qualified teacher assistant for each Pre-K classroom, one school climate staffperson to support food service activities per program site, and an additional school climate staffperson wherever there are three or more classrooms at a single location. Sites also receive program funding for instructional materials and supplies based on need.

Psychologists

School psychologists are responsible for the evaluation of students and the administration of consultative services to multidisciplinary student support teams, school administrators, and individual teachers and students. Such consultative services are intended to support efforts to accommodate student needs in the Least Restrictive Educational environment.

School psychologists are allocated based on student need, as reflected by the percentage of students identified as special education and the number of students demonstrating a need for supportive interventions through the Response to Instruction and Intervention (RTII) process. In addition to the evaluation of the needs of each school, allocations take into consideration District-wide needs, such as Early Intervention transition and assessments of students placed in out-of-District settings. With respect to re-evaluation needs, attention is given to the complexity of the identified student needs and the frequency of re-evaluation needs. For example, a school with multiple Life Skills Support and Multiple Disability Support classes and a large caseload of initial referrals (following appropriate RTII interventions with progress monitoring) is likely to receive a larger allocation of psychologist services than a school with a small population of special needs students with high incidence disabilities, such as Speech and Language Impairment. As schools are dynamic and as the needs of the schools change constantly, additional adjustments may be made to assignments.

Special Education

Special education teachers are allocated based on the following factors: number of students enrolled, type of program or support enrolled students receive, age range of students, and level of special education service. A student's "level of service" is the amount of direct service and support provided by a certified special education teacher/related service provider. There are three levels of service and each defines the percentage of time in a school day (in instructional minutes) that a student receives special education services. The levels of service are: Itinerant (20% or less of the day); Supplemental (between 20% and 80% of the day); and Full-time (80% or more of the day).

State regulations specify the maximum number of students on a teacher's caseload for Individual Education Program (IEP) /case management purposes. The regulation factors for IEP caseload/case management include: levels of service, type of program, and student age range. It is possible for an IEP case manager teacher to have students on his/her caseload of different program types and levels of service. The State regulations and the Individual with Disabilities Education Act (IDEA) do not contain requirements relating to class size. The caseload maximums per FTE are included in the table below.

Some students may require highly intensive services in more restrictive environments with smaller class sizes. Classroom assistants may be allocated to these classes based on enrollment to support classroom teachers and the intensive programming needs of these students.

Professional Staff - FTE	Itinerant	Supplemental	Full Time: AS/SLS/PS/MDS /DHIS	Full Time: LS/ES/BVIS /LSS (K-6)	Full Time: LSS (7-12)
1	50	20	8	12	15
0.9	45	18	7	11	13
0.8	40	16	6	10	12
0.75	37	15	6	9	11
0.7	35	14	6	8	10
0.6	31	12	5	7	9
0.5	25	10	4	6	7
0.4	20	8	3	5	6
0.33	17	7	3	4	4
0.3	15	6	2	4	4
0.25	13	5	2	3	3
0.2	10	4	2	2	2
0.1	5	2	1	1	1

Turnaround Schools

Schools designated by the School District of Philadelphia as in-District turnaround receive additional funding to support student improvement. The District has identified 15 turnaround schools in school year 2016-17. Each school receives additional funding with a focus on cultivating principals, creating a teaching and learning continuous improvement process, engaging the school's community, creating a healthy and safe environment, and supporting staff through professional development. The turnaround model includes:

- 12 month Principal
- Reading Coach
- Math Coach
- Counselor
- Assistant Principal
- School Improvement Support Liaison (SISL)
- Professional development
- Class size reduction in early grades
- Advisory coach in high schools
- Social worker
- \$250 per student

The resources listed above may not be reallocated for other purposes.

GRANTS

The re-write of federal education law, the Every Student Succeeds Act, was recently passed by Congress and signed by President Obama. Most of the provisions do not take effect until the 2017-18 school year. The policies and rules below are consistent with the current law and rules.

The section below describes funds distributed to schools through major grants programs that are operated by the District, as well as the rules governing the use of these funds. Beginning with the 2016-17 school year, the District is implementing spending flexibility for Title I funds and those schools receiving School Intervention funds. This flexibility will essentially mean that the “supplement, not supplant” provisions for those funds will no longer apply. However, it is essential that the planned and actual use of those funds are explicitly tied to the school Needs Assessment and Comprehensive Plan, and that those resources also be “necessary, reasonable, and allocable”. Further, the planned and actual usage of the funds must be described within the text fields of the Staffing Management System (SMS), which will constitute the federal budget addendum instead of the multi-page document in prior years. Finally, the requirements regarding the use of federal funds, such as competitive selection of vendors (i.e., grant quotation form) and time and effort documentation (i.e., the PD-EC attendance log, sign-in and sign-out sheets for PD/EC, and semi-annual certifications, etc.) and meal approval form, for example, still apply.

Quick Look Guidance

This list provides a “quick look” at the Title I / School Intervention Fund budget development and spend guidance for the 2016-17 school year. The subsequent narrative provides additional detail.

- All schools will follow the new needs assessment and comprehensive plan model and process developed by the academic office for the 2016-17 School Year.
- All schools will receive spending flexibility for the 2016-17 School Year starting with the budget decision making process beginning in March, even if the needs assessment and comprehensive plan have not been updated in the new format by the time of the final budget meeting in April.
- Grant compliance will begin monitoring for evidence of a robust needs assessment and comprehensive plan process as schools indicate that they have documentation for review, or beginning in September of the 2016-17 school year, whichever comes first and depending on compliance staff capacity.
- The federal budget addendum as a separate document has been eliminated. References to the use of federal funds will be made directly in the comment fields in the staffing management system and will be maintained by grant compliance during the school year as spending plans may change. Principals will be instructed on this new process during the budget pre-meetings.
- Spending flexibility broadly means that the concept of supplement, not supplant is suspended - school spending simply needs to reference the comprehensive plan and needs assessment in order to be allowable. In the new flexibility environment, the rules will be as follows:

Positions

Schools will need to purchase their enrollment driven operating teaching and prep positions allocations. Those operating positions cannot be traded-off. After the above is satisfied, any type of position, or portion of position, may be purchased from Title I / School Intervention Funds that is consistent with the needs of the school as contained in the Comprehensive Plan. Those types of positions would include:

- Teachers (full or partial) of any subject matter
- Counselors or nurses (full or partial)
- Climate support assistants, SSAs, or any related climate support positions (full or partial)
- Assistant principals

EC / PD / Curriculum and Related Materials / Contracted Services

The concept of “supplemental” versus “core” does not apply. If the purchase is broadly referenced in the Comprehensive Plan and in SMS, it is allowable. However, spending federal funds must still follow the requirement of “necessary” and “reasonable”, and existing provisions still apply, such as competitive selection for services and

some goods (those not already on contract), and sign-in and sign-out requirements for supplemental pay (PD / EC), etc.

Title I

Purpose of Title I

Title I's overall purpose is to improve the achievement of students who are failing, or are most at risk of failing, to meet Pennsylvania's academic content and achievement standards. A schoolwide program school (all District schools) may use Title I funds to upgrade the entire educational program to improve the academic performance of all students, but particularly the lowest-achieving students. Consistent with federal law, the school must first conduct a comprehensive needs assessment of the entire school, and use the data to create a comprehensive schoolwide plan that describes how the school will address identified student needs to improve student achievement. The planned purchases with federal funds are then recorded on a federal budget addendum which now resides within the text fields of SMS.

The items that are allowed to be purchased with Title I are governed by three concepts: schoolwide plan; supplement, not supplant (SNS); and federal cost principles articulated in the Uniform Grant Guidance.

1. **Schoolwide Plan** – This document governs allowable costs. Federal funds must be used for educational needs of the school, identified by the needs assessment and articulated in the comprehensive schoolwide program plan. The plan must include instructional strategies based on scientifically-based research that strengthen the core academic program, increase the amount and quality of learning time, and address the needs of the lowest-achieving children. Further, the plan must include strategies to attract and retain highly qualified teachers, to provide high-quality professional development, and to increase parental involvement.
2. **SNS and Flexibility** – The test for SNS in a schoolwide school is less strict than at the central office level. Under the schoolwide school test for SNS, a school does not need to demonstrate that Title I funds are used only for activities that supplement those the school would otherwise provide with non-federal funds. However, from the non-federal funds or resources available in a given year, the school must receive all of the funds or resources it would otherwise have received if it were not operating in a schoolwide program. The school must receive the funds necessary to provide the basic education program for all students as well as services required by law for students with disabilities and English Language Learners (ELL). The focus, therefore, is on ensuring the school receives all of the funds it would receive were it not a schoolwide program, not on the supplemental nature of the services provided with federal funds. This provides school principals a wide degree of flexibility in designing a Comprehensive School Plan that is focused on upgrading the entire educational program of the school, while not focusing on whether Title I is "supplemental" or differentiating activity between operating or Title I funds.
3. **Federal Cost Principles** – School spending from federal funds must also adhere to the cost principles embodied in the Uniform Grant Guidance (necessary, reasonable, allocable, time and effort documentation such as sign-in and sign-out sheets for PD/EC and semi-annual certifications, competitive purchasing, meal restrictions, etc.).

Depending on its needs, a schoolwide school could spend Title I funds to:

- Upgrade the curriculum for the entire school
- Implement an early warning system
- Extend the school day or school year
- Reorganize class schedules to increase teacher planning time
- Revamp the school's discipline process
- Hire additional teachers
- Reorganize classes to promote personalized learning
- Implement career academies
- Implement school safety programs

Roles and Responsibilities

In this new environment of greater school flexibility of the use of Title I, the roles and responsibilities will change markedly.

School principals and assistant superintendents must view the Needs Assessment and resulting Comprehensive Plan as a vehicle to facilitate academic progress. Only assistant superintendents and school principals know their culture and student body enough to know what interventions may work best. The Comprehensive Plan must be managed as a “living document”, updated throughout the year and between school years, based on student progress data and other factors to help measure success and trigger approach changes if needed.

The Chief of Academic Supports must develop and provide a comprehensive training and support program that provides principals and assistant superintendents the skills and tools required during the development of the Comprehensive Plan and the school budget prior to the start of the school year, and importantly during the school year as well. The support needs to be targeted and specific to what assistant superintendents and principals need to know in order to build and implement meaningful Plans and interventions that are tied to their budget.

The Grant Compliance Office and field Grant Compliance Monitors will shift considerable effort away from making “supplemental” determinations, to helping principals maintain an updated and relevant Comprehensive Plan and Federal Budget Addendum in SMS in order to improve student achievement. The Grant Compliance Office, while ensuring that federal cost principles are adhered to, will simultaneously provide support to principals to spend their Title I dollars and coordinate efforts with other central offices to ensure resources are used as effectively as possible on student achievement and for Parental Involvement / Community Engagement.

Specific Guidance

Basic Instruction (Activity 1101)

Allowable purchases may include, but not be limited to, the following:

- Any teaching position that is identified in the schoolwide plan based on student needs to improve student achievement. This could include art/music teacher, instructional paraprofessionals, and prep teachers
- Computers, instructional equipment, and supplies
- Salaries for teachers and materials to implement an instructional after school, Saturday, and summer program
- Instructional interventions
- Instructional materials including workbooks (may be core instructional materials)
- Instructional support costs to help target/prepare low-achieving students for advanced course work, specifically PSAT / SAT /ACT prep costs and exams

Guidance Specific to the 2016-2017 School Budgeting Process

- Schools will be allocated operating teachers based on PFT contract ratios of 33 students per teacher in grades 4 through 12 and 30 students per teacher in grades K through 3
- Assistant principals: Assistant principals are Title I allowable if the schoolwide plan clearly articulates the need for the position in the needs assessment and schoolwide comprehensive plan to support both the instructional program and climate of the school
- Classroom assistants/student support assistants (SSA)/school climate support assistants (SCSAs): May be purchased if consistent with the needs assessment and schoolwide comprehensive plan

Parent Involvement (PI) / Community Engagement - Minimum Set Aside (Activity 3393)

Note: For 2016-2017, the District will be allocating Title I Parental Involvement / Community Engagement funds strictly per the federal regulations. The District will calculate one percent of the District’s entire Title I allocation, the set aside the required equitable share for participation of nonpublic programs, and then distribute the remaining 95 percent to schools to use as their minimum for Title I Parental Involvement. The 95 percent for parental involvement

will be distributed to schools proportionally based upon each school's portion of the formula-driven Title I funds allocated to schools. Examples of allowable purchases may include, but not be limited to, the following:

- Child care for parents to facilitate their attendance at parental involvement activities which would entail the school paying a teacher supplemental pay (EC) to perform the before or after school child care task
- Small amounts of food for parents for a Title I appropriate parent involvement activity such as a workshop or Title I meeting (with RSVPs, meal request form, agendas, and sign ins). No more than \$5 per parent for breakfast, \$10 for lunch, and \$20 for dinner. However, food purchases will be carefully reviewed to ensure they are consistent with federal rules and guidance
- Materials for a make and take workshop
- Part time salaries for teachers to run workshops
- Books for parents that support instruction
- Activities and manipulatives for parents to use at home with their children
- Travel for parents to attend Title I allowable conferences
- Printing Title I allowable parent newsletters
- Mailing costs for Title I parent communications (through District's mail—do not purchase stamps)
- Limited Contract Agreements (as per the School District Philadelphia policy) for speakers to provide Title I allowable workshops for parents
- Workshops on core content; understanding standards and assessment; Title I; technology, participating in writing the school plan, Parental Involvement Policy, Compact; understanding the budget

Professional Development – No Minimum Set-Aside Required (Activity 2272)

Note: The Commonwealth of Pennsylvania's Waiver to No Child Left Behind (NCLB) requirements no longer requires a minimum professional development set-aside. However, as all District schools are Title I Schoolwide Programs, all schools are required to offer their teachers professional development in those areas that will best support increased student achievement. There may or may not be a cost for this professional development, depending on how and when the professional development is offered. Professional Development must be addressed in the Comprehensive Planning document, regardless of the funding source. The decision on the amount to budget from Title I Professional Development, if any, will be made at the budget table between the principal, the assistant superintendent, and the Grant Compliance Office. Examples of allowable Title I Professional Development may include, but not be limited to, the following:

- Institutional memberships to professional organizations such as ASCD, NCTM, NCTE and the like
- Literature for teachers and staff on improving student achievement and teaching
- Salaries for before/after school or Saturday professional development
- An auxiliary teacher (substitute) to relieve teachers who will attend professional development
- Contracts for vendors to provide Title I allowable professional development
- Travel to Title I allowable conferences (reasonable, necessary and allocable) with an instructional focus (SEH 194 and turnaround plan required).

Climate Support Detail

Title I can be used for climate interventions as long as it is explicitly detailed in the school comprehensive plan, supported by data in the plan's needs assessment, and itemized in the school's federal budget addendum (SMS).

Examples of interventions may include, but not be limited to:

- PBIS (Positive Interventions and Behavioral Support) programs including second step and restorative practices and other external contractual support for evidenced based programs where the vendor is specifically engaged at the school level for climate support
- School climate interventions to improve attendance or implementing peer mediation
- School safety programs to include conflict resolution specialists or climate support assistants
- Student discipline practices or conflict resolution counseling

- Assistant principals: Assistant principals are Title I allowable if the schoolwide plan clearly articulates the need for the position in the needs assessment and schoolwide comprehensive plan to support both the instructional program and climate of the school

Blended Learning Detail

The Office of Educational Technology in collaboration with the Office of Curriculum and Instruction has procured external contractors to provide “Online Content for Blended Learning” that combine in-class instruction time with online content to utilize in District schools and alternative education programs. Fourteen vendors were selected – eleven to support the rotation model which supplements in-class instruction with online content and four for the a la carte model which provide online credit recovery and advanced placement courses (with one vendor providing content for both models). The vendors can provide digital content to personalize instruction, online courses to provide a means for credit recovery in high schools, advanced placement courses to expand the offerings in high schools, and courses for original credit where needed. Please Note: As part of a la carte model, school-based teachers will facilitate these online courses and serve as the teacher of record – conferring grades and credits. Schools may use funds to purchase approved content from the vendors and may use Title I funds if they satisfy the following requirements:

1. Conduct a needs assessment to gather data to inform their comprehensive plan and show how the approved vendor content will support their plan;
2. Receive approval of the federal budget addendum that is aligned with their comprehensive plan;
3. Complete required professional development on how to set up classrooms for success with blended learning;
4. Comply with vendor prescribed dosage and fidelity of implementation; and
5. Demonstrate adequate controls of inventory.

For schools that are interested in pursuing a blended learning model, contact Sara Schwartz Chrismer (schrismer@philasd.org or 215-400-5773) in the Office of Educational Technology for a complete packet of information, a list of qualified vendors and services, and for further guidance and assistance. If the decision is made to pursue blended model services, work with the Office of Education Technology and your assigned Grant Compliance Monitor to ensure all requirements are met.

Title I Allocation Amount and Methodology

The total amount of Title I funds that the District is allocating directly to schools through SMS in FY17 is \$79.3 million. The per school allotment of Title I (A) funds is based on four independent methodologies:

1. Poverty Distribution – Dollars are allocated based on the number of children living in circumstances of poverty per school as identified by Temporary Assistance to Needy Families (TANF)/Supplemental Nutrition Assistance Program (SNAP) data and supplemented by statistical estimates. For the 2015-16 School Year forward, the SDP has adopted the Community Eligibility Provision (CEP) of the National School Lunch Program in lieu of the “Yancy” supplemental statistical poverty calculation. The CEP provision multiplies the identified poverty student count by 1.6 to determine the total identified student poverty count (not to exceed the total enrollment of the school). The allotment per poverty student is calculated employing a tier function applied as follows:
 - To establish the tiers, the total number of children living in circumstances of poverty as identified by the State based on student enrollment from the prior October and Community Eligibility Program (CEP) methodology, was distributed in schools across the District as equally as possible across five tiers with schools rank ordered by poverty. If a break was created and there were schools with the same poverty percentage above and below a break, the break had to be shifted so that equal poverty percentages were captured in the same tier.
 - The established tiers and their associated per poverty pupil allocations are:

Tier	Poverty Range	Per Poverty Pupil Allocation
1	80.11% - 100.00%	\$690
2	74.50% - 80.10%	\$560
3	69.05% - 74.49%	\$460
4	57.16% - 69.04%	\$360
5	17.41% - 57.15%	\$260

- To calculate each school's total Title I(A) allocation, the per poverty pupil allocation is multiplied by the number of children living in circumstances of poverty as identified by the TANF/SNAP and the supplemental statistical adjustment (CEP).
 - There are multiple ways in which a schools' Title I poverty allocation can go up or down between school years: a change in enrollment, a change in the poverty percentage of the students attending, a change in the number of tiers and the poverty percentage thresholds and per student amounts within those tiers, and the amount of dollars available for poverty allocation. All of these factors, alone or in combination, can change the amount of dollars a school receives from one year to the next.
 - A "Hold Harmless" provision has been implemented in the 2016-17 school year which precludes a school allocation resulting from the factors cited above, from dropping more than 24.99% between the 2015-16 and 2016-17 school years.
2. Priority and Focus School Distribution – The Commonwealth of Pennsylvania received a waiver from United States Department of Education (USDE) regarding certain NCLB requirements. The waiver, among other things, abolished the school improvement designations for each school building and school district. The waiver established a new accountability measure, the School Performance Profile (SPP), to measure the academic progress of all public schools. Title I schools receive a federal designation of "Priority," "Focus," "Reward," or "Title I – No Designation" based on four annual measurable objectives:
- Student participation on the math and reading Pennsylvania System of School Assessment (PSSA) exams and the algebra I, biology and literature Keystone Exams;
 - Student graduation or attendance rate;
 - Closing the achievement gap of all students – reducing the number of students who score below proficient on the PSSA, Keystone Exams and the Pennsylvania Alternate System of Assessment (PASA) by 50 percent over a six-year period; and
 - Closing the achievement gap of historically underperforming students – reducing the number of students with disabilities, economically disadvantaged, and English language learners who score below proficient on the PSSA, Keystone Exams, and the PASA by 50 percent over a six-year period.

The waiver stipulates that a district must allocate at least 20 percent of the yearly Title I award off-the-top to provide "meaningful interventions" to Priority and Focus schools before any other Title I funds are allocated. Based on a District FY17 award estimate of \$120.7 million, Priority and Focus schools will be targeted to receive \$24.14 million dollars. The District decided to allocate these funds directly to Priority and Focus schools to be used for "meaningful interventions" which have not been defined by the Pennsylvania Department of Education except that those interventions must be consistent with existing activities allowable under Title I. The targeted Priority and Focus school dollars are allocated based on student enrollment as of October 2016 (not poverty), and the dollars are in addition to the poverty distribution of dollars described above.

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

- Per student allocation for Priority schools of at least \$469 per student
- Per student allocation for Focus schools of at least \$359 per student

3. Parental Involvement Distribution – For 2016-17, the District will continue to allocate Title I Parental Involvement funds strictly per the federal regulations. The District will calculate one percent of the District’s entire Title I allocation for 2016-17, set aside the required equitable share for participation of non-public programs, and then distribute the remaining 95 percent to schools to use as their minimum for Title I Parental Involvement. The 95 percent for parental involvement will be distributed to schools proportionally based upon each school’s portion of the formula-driven Title I funds allocated to schools (see Item 1. Poverty Distribution). Schools will not be required to set aside additional Title I funds for parental involvement but may do so to increase the amount spent on this activity.

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

4. Supplemental School “Push-ins” – To further address specific Priority / Focus school needs, the District will “push-in” additional resources to those schools for specific purposes determined by the District’s central office to address specific anchor goal priorities.
 - Reading Specialists – To help support Anchor Goal 2 (100% of 8-year-olds will read on grade level), a select number of Priority / Focus schools have been identified to receive funding to purchase an additional reading specialist. The criteria for determining this extra resource is based on the percentage of students who scored basic or below basic on the 3rd grade PSSA-Reading exam.
 - 9th Grade Academies Pilot– Four high schools that are determined to be most able to implement focused interventions will be provided additional funding for a 9th Grade Academy Pilot. The goal of this Pilot is to provide a personalized learning environment for students at risk of dropping out who need academic, social, and emotional encouragement from teachers and school staff.
5. Finally, Title I dollars will be used to eliminate 50 grade 3/2 split classes in combination with 20 split grade eliminations from Title II(A). See the split grade reduction discussion in the Title II(A) section below.

Title II(A)

Title II(A) funds continue to be subject to the “Supplement Not Supplant” provision that requires a school or central office activity to first have the resources that they need to run a compliant educational program - compliant with state and local regulations, collective bargaining agreements, policies, and procedures - before any federal funds are utilized to upgrade or augment the instructional programs in the schools. Each school's educational program will have to be evaluated using the guidelines below as the 2016-17 school budget process is initially rolled out and then be re-evaluated when operating dollars are added or subtracted from schools (leveling), if that should occur.

In recent years, Title II(A) has been used at the school level to reduce the number of split-grade classrooms in the primary grades (1 through 4). Split-grade classrooms are those classrooms in which students from two different grades are assigned to the same classroom. In FY17, the operating budget allocation, based on enrollment, will create split-grade classrooms in grades 1 through 3. In these scenarios, Title II(A) funds could be utilized to hire an additional teacher to eliminate the split-grade and reduce class size. Critical to the use of Title II(A) funds for this purpose is the federal principle that operating (state and local) funds must be applied in an equitable fashion and that federal funds must supplement, not supplant state and local funds. Therefore, the methodology employed for

the use of Title II(A) is that split-grade classrooms will be eliminated in grade “bands” (i.e., eliminate 2nd/3rd split-grade classrooms, eliminate 1st/2nd split-grade classrooms). To the extent Title II(A) funds are available, they will be used to eliminate the 2nd/3rd grade splits and then 1st/2nd grade splits, starting with the highest poverty schools within each band and serving schools in poverty order.

Based upon initial enrollment projections, anticipated split grades will be allotted teachers as described using Title II(A) and Title I funds and logic herein described during the school budget development phase in March/April. If a school receives a split grade reduction teacher allotment and a principal trades off an operating teacher at the budget development meetings in March/April, the Title II(A) supplemental teacher will be withdrawn. If a principal trades-in an operating teacher position at the budget development meetings in March/April that creates a split grade classroom, a Title II(A) position will not be provided. The final determination of which schools receive split-grade elimination teachers will take place after class rosters are verified in the fall. In September, the Grant Compliance Office will make school visits to determine the validity of the allocation and utilization of Title II(A) teachers to eliminate split-grade classrooms. If the split-grade classroom was, for example, the consequence of an operating teacher being traded-in, or if there is a teacher acting as a Dean of Students without a classroom of record, then the Title II(A) teacher(s) will be withdrawn from the school.

School Intervention Funds (Formerly School Improvement Funds)

Title I School Intervention Funds (1003a) are federal, formula-driven grant funds from the Pennsylvania Department of Education’s Division of Federal Programs (DFP). The DFP calculates eligible schools’ grant allocations based on formulas in federal regulations. Generally speaking, there is a one-year lag in grant eligibility and funding. Specifically, it is those schools that are designated Priority and Focus in 2013-2014 that generate per school Title I School Intervention Fund grant allocations, and then these same schools receive these funds in 2016-2017.

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

- \$80,000+ for schools that are above zero standard errors
- \$70,000+ for schools that are above the minus two standard errors and not above zero as well as newly coded schools
- \$60,000+ for schools that are below the minus two standard errors

Allowable Usages of School Intervention Funds

Title I School Intervention Funds must be used for the same purposes of Title I consistent with the school-wide Needs Assessment and Comprehensive Plan. School Intervention Funds do not have professional development or parental involvement set asides.

STAFFING GUIDELINES

Teachers

Identifying Transfers

Step 1: Principals review their 2016-17 school budgets, determine staffing needs for their school, and identify the appointment areas where they need to reduce staff.

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

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

- Loss of a teacher who has a significant impact on student achievement and/or is an expert in instructional practices for his/her content area
- Loss of a teacher who manages a grant program that is unique to the school and that can only be managed by that teacher
- Loss of a teacher who has multiple roles within school operations or manages school/student activities that will be lost if the teacher is reassigned
- Loss of a teacher who plays a significant role in professional development, teacher coaching, etc., that will be lost if the teacher is reassigned

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

Step 5: The Staffing Team notifies principals of their final lists of transferred teachers at the end of the compelling reasons process.

Step 6: The Staffing Team creates a master list of teachers, by appointment area, eligible for selection. The Staffing Team will provide the list to the PFT, with specific notification of the non-seniority transfers. The Staffing Team will also provide the PFT with the list of vacancies.

Step 7: The Staffing Team notifies transferred teachers of their eligibility for selection. All forced transfers will apply for vacancies through the Site Selection Portal, the District's online transfer system.

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

Filling Vacancies

All schools are considered full site selection, and all teacher positions are filled using the site selection process. The following are eligible for site selection:

- Forced Transfers
 - An appointed certified teacher who is being dropped due to enrollment (may be out of seniority order due to the compelling reasons process)

- A teacher on special assignment (hire date after 6/5/2015) whom the principal has elected to not retain for the following school year
- Voluntary Transfers
 - An appointed certified teacher who has at least two years of location seniority
 - A teacher who has been rated unsatisfactory in the current year is ineligible for voluntary transfer
 - An appointed certified teacher in the Turnaround Network who has at least one year of location seniority
- Restorations to Service
 - A former certified District teacher who has applied for and is eligible for restoration to service

The Staffing Team will open site selection on April 18, 2016. The Staffing Team will post vacancies on a rolling basis, as they are identified, to the vacancy list (http://www.philasd.org/vacancy_list/).

Teachers participating in site selection must fill out the application in the Site Selection Portal, beginning on April 18, 2016. The Staffing Team will provide ongoing reminders to teachers who have not yet started and/or completed their applications in the Site Selection Portal.

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

Schools are encouraged to start the hiring process as positions become available. Principals may begin submitting site selections to the Staffing Team on April 25, 2016. The Staffing Team will honor site selections on a rolling basis. Once a principal submits a site selection, the teacher accepts the position, and the Staffing Team honors the site selection, the teacher is no longer eligible for site selection at another location. The Staffing Team will notify both the principal and the teacher of the honored site selection no later than 24 hours (or the next business day) after the teacher accepts the position.

Site selection for voluntary transfers closes on Friday, June 3. Site selection for forced transfers closes on Wednesday, June 15. At this point, the Staffing Team will identify all remaining vacancies and all remaining eligible teachers. In the event there are vacancies after site selection closes, the Staffing Team will use a mutual-matching process to assign forced transfers to vacancies. As with last year, voluntary transfers, rights to return, and rights to follow will not be considered. After the mutual-matching process concludes, the Staffing Team will host hiring fairs for principals who still have vacancies, remaining forced transfers and external candidates, June 27 – June 29. After that point, the Staffing Team will assign any remaining forced transfers and external candidates to vacancies.

Only teachers who are not site selected will be on special assignment for the 2016-17 school year. Therefore, if a teacher is assigned to a vacancy through the mutual-matching process or forced placement, s/he will be on special assignment. Any teacher who is site selected will not be on special assignment, regardless of the date of hire.

School-Based Support Positions

The following positions are eligible for site selection

- Secretaries
- School Improvement Liaisons
- School Operations Officers
- Climate Support Specialists
- School Climate Coordinators
- School Climate Managers
- Supportive Services Assistant (SSA)

- Special Education Classroom Assistants & One-to-One Assistants

All other school-based support positions (i.e. Bilingual Classroom Assistants, Library Instructional Materials Assistant) will continue to be transferred and filled as in the past.

Identifying Transfers

Step 1: Principals review their 2016-17 school budgets, determine staffing needs for their school, and identify the appointment areas where they need to reduce staff.

Step 2: The Staffing Team confirms for principals the specific school-based support staff eligible to be transferred and the vacant positions for their schools.

Step 3: The least senior staff member within the classification will be transferred unless the principal, with review and approval by the Assistant Superintendent, provides a compelling reason not to do so. If a compelling reason is approved, the next least senior staff member within the classification will be transferred, and so on, unless the principal, in each case, provides a compelling reason not to do so. A compelling reason exists if the transfer out causes a significant, adverse impact to the school or program such as:

- Loss of a staff member who has skills unique to the school's needs and that are only possessed by that staff member, including because the staff member has received specialized training
- Loss of a staff member who has demonstrated the ability to perform all needed tasks, who possesses the full set of required skills, and who has demonstrated superior performance
- Loss of a staff member who has a significant impact on the school's climate and culture due to knowledge of the school community and relationships with families/staff
- Loss of a staff member who has documented dependability to perform his/her role above expectations
- Loss of a staff member who has a significant impact on a student's or a group of students' academic growth and/or socio-emotional development

Step 4: After reviewing and approving compelling reason requests, Assistant Superintendents provide the list of schools and school-based support staff to be considered for seniority exceptions to the Chief Talent Officer. All non-seniority transfer requests must be accompanied by a compelling reason statement. Compelling reasons will be reviewed and approved by the Chief Talent Officer.

Step 5: The Staffing Team notifies principals of their final lists of transferred school-based support staff at the end of the compelling reasons process.

Step 6: The Staffing Team creates a master list of school-based support staff, by job classification, eligible for selection. The Staffing Team will provide the list to the PFT with specific notification of the non-seniority transfers.

Step 7: The Staffing Team notifies transferred school-based support staff of their eligibility for selection. All forced transfers will apply for vacancies by notifying the Staffing Team.

Filling Vacancies

All schools are considered full site selection, and all of the above listed job classifications are filled using the site selection process. The Staffing Team will open site selection on April 18, 2016. The Staffing Team will post vacancies on a rolling basis, as they are identified, to the vacancy list (http://www.philasd.org/vacancy_list/).

School-based support staff participating in site selection will notify the Staffing Team of their interest in specific vacancies.

Principals of schools gaining positions should review the pool of eligible candidates and directly select candidates based on the needs of their students and the school. Principals will review resumes of available candidates, as available.

Schools are encouraged to start the selection process as positions become available. Principals may begin submitting site selections to the Staffing Team on April 25, 2016. The Staffing Team will honor site selections on a rolling basis, notifying both principals and school-based support staff of the selection decisions. Once a principal submits a site selection, the employee accepts the position, and the Staffing Team honors the site selection, the employee is no longer eligible for site selection at another location. The Staffing Team will notify both the principal and the employee of the honored site selection no later than 24 hours (or the next business day) after the employee accepts the position.

Because all schools are full site selection, it will not close. However, site selection for school-based support staff will close on Friday, June 3. At this point, the Staffing Team will identify all remaining vacancies and all remaining eligible staff members. The Staffing Team will assign staff members to vacancies. Voluntary transfers, rights to return, and rights to follow will not be considered during the school year.

Requirements for Hiring

Per federal and PA state statutes, the following clearances and paperwork are required for hire:

Clearance/Paperwork	Cost/Timeline	New Teacher Hires	New School-Based Support Hires	Current Employees Transferring to New Job Classifications	Current Employees Transferring to New Job Locations
Child Abuse Clearance	\$8/Up to three weeks to receive results	X	X	X	
Criminal History Check	\$8/Immediate results	X	X		
FBI Fingerprint Clearance	\$27.00/Immediate results	X	X		
Sexual Misconduct/Abuse Disclosure Release	No cost/Up to 20 business days to receive results from previous employers	X	X		
Recognizing and Reporting Child Abuse Certification- ACT 126	No Cost/Immediate	X			
Medical Form & TB Test	Varies/Varies	X	X		
Transcripts	Varies/Varies	X	X		
Certification Documentation	No cost/Immediate	X			
W-4	N/A	X	X		
I-9	N/A	X	X		

Highly Qualified Teacher Guidance

Teachers must be certified for every course they teach. Having a teacher lead a single course outside of his/her certification area affects the District's highly qualified teacher percentage. Also, teaching a single course outside of one's certified area requires an emergency permit and meeting the related conditions.

If you have any questions about highly qualified requirements, contact the Certification Office at 215-400-4670 or compliance@philasd.org.

If you have questions about recruiting for teachers with special or multiple certifications, please contact your Staffing Consultant to discuss your needs. Staffing Consultants are identified in Appendix D.

The Pennsylvania Department of Education also publishes Certification and Staffing Policy Guidelines, which include an explanation of what course each certification area covers:

http://www.education.state.pa.us/portal/server.pt/community/certification_staffing_policies_%28cspgs%29/8626

Bilingual and Dual Language Program Teachers

There are two designations for bilingual teachers—Bilingual I and Bilingual II. The qualifications are outlined in the table below.

Bilingual Designation	Description	Language Skills/Abilities*:
Bilingual I	Teachers with proficient oral skills and basic literacy skills in the target language.	<ul style="list-style-type: none"> • <i>Speaking:</i> Able to participate in formal and informal conversation • <i>Listening:</i> Able to understand main facts and details of spoken language • <i>Reading:</i> Can read and derive meaning from general texts • <i>Writing:</i> Able to write short notes/letters and general texts
Bilingual II	Teachers with advanced oral and literacy skills that can provide instruction in the target language.	<ul style="list-style-type: none"> • <i>Speaking:</i> Demonstrates strong command of spoken speech • <i>Listening:</i> Comprehends complex speech with ease and confidence • <i>Reading:</i> Can read and fully comprehend complex text • <i>Writing:</i> Can write complex text with significant precision and detail

**Candidates' language skills are vetted and confirmed through an interview process conducted by Human Resources and Multilingual Curriculum and Programs.*

Schools that run Dual Language or Transitional Bilingual Education (TBE) programs must designate the teaching positions in these programs as “Bilingual II.” For all other teaching positions, principals are encouraged to strategically designate select vacancies as “Bilingual I” in order to improve engagement and communication with multilingual students and families.

504 Accommodations for Staff

The Americans with Disabilities Act requires employers to provide work place accommodations for employees with disabilities so that they can perform their jobs. Requests for accommodations are submitted to Employee Relations and Health Services, and if necessary, are reviewed by a doctor. Requests are considered on a case-by-case basis. Allocations for the 2016-17 school year will be made as requests are received and approved.

Response to the Affordable Care Act

Beginning January 2015, the federal health care law, the Patient Protection and Affordable Care Act (PPACA), requires that employers with 50 or more full-time employees offer benefits to their full-time employees or pay a penalty to the federal government. Under the PPACA, a “full-time employee” is defined as someone who works an average of 30 hours a week over the course of a school year.

The District currently offers benefits to full-time employees. Employees in part-time positions who regularly work less than 30 hours per week are not eligible for benefits. Existing employees currently working more than two positions (dual appointed) which total to more than 30 hours/week will receive medical benefits with no charge to the school. The District is continuing to phase out dual appointed positions moving forward.

APPENDIX A: REALLOCATION OF RESOURCES

In order to ensure that those who work most closely with students on a daily basis have the flexibility to match their school resources to the needs of their school community, the District principals have the ability to reallocate most allotted school operating budget resources to fit their students' needs. Enrollment-driven teachers and centrally budgeted resources, such as special education teachers, bilingual counseling assistants, etc., cannot be reallocated. Additionally, the assistant principal provided to neighborhood high schools in the 2016-17 school year cannot be reallocated. Reallocations must be completed in consultation with the school's local School Advisory Council or commensurate stakeholder advisory group and must be approved at the budget table by the school's assistant superintendent.

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

It is strongly preferred that such pooling of resources occurs between schools within the same learning network. Cross-network pooling of resources will be considered on a case-by-case basis. In the event that schools in different networks choose to pool resources, the schools should notify each supervising assistant superintendent, the Chief Talent Officer, and the Chief Financial Officer of this intent in writing.

APPENDIX B: AVERAGE COSTS

Calculation of FY17 Average Costs:

Average costs for school-based positions are calculated using projected salaries and benefits data grouped by title (e.g., principal, teacher). Salary data are generated from a download of actual District employees taken from the District's financial system each winter. Consideration is given to the type of position, frequency of position being used, and frequency of position being filled. For example, for positions where there are no currently allocated FTEs, the average cost may be set at the prior fiscal year average salary cost, with the cost adjusted only for projected year's benefit changes.

Benefit costs are calculated in three groups:

1. **Variable Rates (Percentage of Salaries) Set Externally:** The employer share of the Public School Employees Retirement System (PSERS)/ Retirement rate is set annually by PSERS and will increase from 25.84% of salaries in FY16 to 30.03% of salaries in FY17. This increase is accountable for the majority of the increase in position costs from FY16 to FY17. The other major variable rates set outside of the District are the employer shares of the Social Security (FICA) and Medicare rates, which total to 7.65% in both years. These externally determined benefits rates total to 37.68% of salaries for FY17, up from 33.49% in FY16.
 - Total percentage of salaries for variable rates set externally for FY17: 37.68%
2. **Variable Rates (Percentage of Salaries) Set by SDP:** There are six employee benefits for which the SDP sets the rates. The cost of these six benefits is spread across all school and agency budgets in proportion to salaries. The District calculates the anticipated total annual cost of each benefit and then determines the percentage of salaries that will be required to generate the total funding needed. The six employee benefits in this category are: 1) Worker's Compensation; 2) Termination Pay/Unused Leave; 3) Salary Continuation/Disability Insurance; 4) Sabbatical Pay; 5) Unemployment Compensation; and 6) Severance Pay/Reserve Pay-Out for 10-pay-12 Employees. In total, these rates will decrease slightly from FY16 to FY17.
 - Total percentage of salaries for variable rates set by the SDP for FY17: 7.79%
3. **Per Capita Rates:** The District self-insures for medical care for nearly all full-time employees; Local 1201/32BJ employees are insured through their union. Self-insurance medical insurance rates are set by an outside actuarial firm and differ based on family type and plan type. Health and welfare, legal, and life insurance rates are set in collective bargaining agreements. For budget purposes, average per capita rates are developed for each union group.

Variable Benefits (% of Salary)

All Employees	2017
Social Security	7.65%
PSERS	30.03%
Worker's Compensation	2.921%
Termination Pay	2.623%
Salary Continuation Insurance	0.700%
Sabbatical Leave	0.295%
Unemployment Compensation	0.270%
12 Month Employee Variable Rate	44.289%
Severance Pay	0.984%
10 Month Employee Variable Rate	45.473%

Per Capita Benefits

PFT	2017
Medical	\$12,489.16
H&W	\$4,230.43
Legal	\$165.00
Life Insurance Premium	\$21.47
Per Capita Benefits -- PFT	\$16,906.07

CASA	2017
Medical	\$10,448.63
H&W	\$4,070.92
Life Insurance Premium	\$79.09
Per Capita Benefits -- CASA	\$14,598.63

Non-Represented	2017
Medical	\$10,143.00
H&W	\$4,301.21
Life Insurance Premium	\$90.61
Per Capita Benefits -- Non-Represented	\$14,534.82

School Police - SPAP	2017
Medical	\$9,585.87
H&W	\$3,474.50
Life Insurance Premium	\$57.67
Legal	\$145.00
Per Capital Benefits -- School Police	\$13,263.04

Local 1201/32BJ	2017
Medical	\$12,725.82
H&W	\$3,472.86
Life Insurance Premium	\$54.55
Legal	\$135.00
Per Capita Benefits -- Local 1201/32BJ	\$16,388.22

Cafeteria - Local 634	2017
Medical	\$5,575.60
Life Insurance Premium	\$43.49
Legal	\$86.21
Per Capita Benefits -- Cafeteria	\$5,705.31

Student Climate Staff - Local 634 - Part-Time	2017
Legal	\$54.84
Per Capita Benefits -- Student Climate Staff	\$54.84

Supportive Services Assistants - Part-Time		2017
H&W		\$4,230.43
Legal		\$165.00
Per Capita Benefits -- SSAs		\$4,395.43

Sample Calculation for the FY17 Average Cost for Teachers :

Classification Group Name	Position Name	FTE	Salary Amount	Benefit Amount	Salary and Benefits Total
Teacher	Teacher,Full Time	6,412	\$448,197,700	\$309,044,358	\$757,242,058
Teacher	Teacher,Spec Education	1,272	\$86,484,553	\$60,220,668	\$146,705,221
Teacher	Teacher,Demonstration	82	\$6,510,216	\$4,300,698	\$10,810,914
Teacher	School Counselor, 10 Months	242	\$18,102,572	\$12,195,166	\$30,297,738
Teacher	Teacher,Demonstration,Spec Ed	15	\$1,116,626	\$753,466	\$1,870,092
Teacher	Alternative Programs (Rd)	1	\$83,703	\$54,377	\$138,080
	FY17 Projected	8,024	\$560,495,370	\$386,568,732	\$947,064,102
	Average Cost (Rounded)		\$69,900	\$48,200	\$118,100

FY16-17 AVERAGE SALARIES AND BENEFITS			
Position	Average Salary	Average Benefits	Total Average Salary & Benefits
Agricultural Mechanic/Stck Clerk	\$48,800	\$39,100	\$87,900
Assistant Principal	\$107,500	\$62,700	\$170,200
Assistant Program Coordinator	\$43,700	\$36,800	\$80,500
Bilingual Counseling Assistant	\$36,400	\$33,200	\$69,600
Classroom Assistant	\$23,300	\$27,300	\$50,600
Climate Support Specialist	\$28,300	\$29,775	\$58,075
Community Relations Liaison	\$39,600	\$34,600	\$74,200
Conflict Resolution Specialist	\$37,000	\$33,500	\$70,500
Counselor	\$69,900	\$48,200	\$118,100
Farmer	\$46,200	\$37,900	\$84,100
Health Room Technician	\$8,800	\$8,300	\$17,100
Instructor, JROTC	\$71,400	\$47,000	\$118,400
Librarian	\$69,900	\$48,200	\$118,100
Library Instructional Materials Asst	\$39,600	\$34,600	\$74,200
Student Climate Staff - 1 Hr	\$2,400	\$1,100	\$3,500
Student Climate Staff - 2 Hrs	\$4,800	\$2,200	\$7,000
Student Climate Staff - 3 Hrs	\$7,200	\$3,300	\$10,500
Student Climate Staff - 3.5 Hrs	\$8,400	\$3,850	\$12,250
Student Climate Staff - 4 Hrs	\$9,600	\$4,400	\$14,000
Student Climate Staff - 4.5 Hrs	\$10,800	\$4,950	\$15,750
Student Climate Staff - 5 Hrs	\$12,000	\$5,500	\$17,500
Nurse	\$78,400	\$52,000	\$130,400
Principal, 10 Month	\$116,200	\$66,600	\$182,800
Principal, 12 Month	\$146,200	\$81,100	\$227,300
School Aide	\$26,700	\$28,500	\$55,200
School Climate Coordinator	\$45,900	\$37,800	\$83,700
School Climate Manager	\$75,400	\$48,400	\$123,800
School Improvement Support Liaison	\$44,800	\$36,900	\$81,700
School Operations Officer	\$50,600	\$39,500	\$90,100
School Police Officer, 10 Month	\$38,200	\$30,400	\$68,600
Secretary, 10 Month	\$37,800	\$33,800	\$71,600
Secretary I, 12 Month	\$49,400	\$39,400	\$88,800
Secretary III, 10 Month	\$42,400	\$35,900	\$78,300
Secretary III, 12 Month	\$53,900	\$41,400	\$95,300
Stock Clerk	\$43,800	\$36,300	\$80,100
Support Services Assist - 2 Hrs	\$5,900	\$7,000	\$12,900
Support Services Assist - 3 Hrs	\$8,900	\$8,400	\$17,300
Support Services Assist - 4 Hrs	\$11,700	\$9,700	\$21,400
Teacher	\$69,900	\$48,200	\$118,100

APPENDIX C: USE OF PERKINS FUNDS

Below are the required, permissible, and ineligible uses of funds for Perkins. The Office of Career and Technical education reserves the right to deny any request that is not in alignment with the overall CTE initiatives of the School District of Philadelphia.

135(b) - Required Uses of Funds

- Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
- Link CTE at the secondary level and the postsecondary level by offering the relevant elements of not less than one Program of Study described in the Definitions section.
- Federal funding will be contingent on both secondary and postsecondary eligible recipients partnering and operating under a “statewide articulation agreement” as part of each eligible recipient’s Program(s) of Study.
- Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
- Develop, improve or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
- Provide in-service and pre-service professional development programs to teachers, faculty, administrators and career guidance and academic counselors who are involved in integrated CTE programs on topics, including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement and effective use of scientifically-based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry, involve internship programs that provide relevant business experience and train teachers in the effective use and application of technology.
- Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
- Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
- Provide services and activities that are of sufficient size, scope and quality to be effective.
- Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

135(c) - Permissive Uses of Funds

- Involve parents, business and labor organizations in the design, implementation and evaluation of CTE programs.
- Provide career guidance and academic counseling, which may include information described in Section 118, for students participating in CTE programs that improve graduation rates, provide information on postsecondary and career options and provide assistance for postsecondary students and adults.
- Develop local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.
- Provide programs for special populations.
- Assist career and technical student organizations.
- Provide mentoring and support services.
- Leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) and technical skill achievement.
- Preparing teacher programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.
- Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.

- Developing initiatives that facilitate the transition of sub baccalaureate career and technical education students into baccalaureate degree programs, including articulation agreements, and dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.
- Providing activities to support entrepreneurship education and training.
- Improving or developing new CTE courses, including the development of Programs of Study, for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.
- Developing and supporting small, personalized career-themed learning communities.
- Providing support for approved family and consumer sciences programs.
- Providing CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.
- Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.
- Supporting training and activities (such as mentoring and outreach) in nontraditional fields.
- Providing support for training programs in automotive technologies.
- Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.
- Supporting other CTE activities consistent with the purpose of the Act.
- Submitting Guideline Waivers for out-of-state travel must be approved in advance and are consistent with LEA performance improvement objectives as outlined in the Local Plan.

Ineligible Uses of Perkins Funds

- Remediation of students in CTE programs.
- Furniture, except specially designed workstations, for supporting instructional equipment or processes.
- Construct, renovate or remodel facilities.
- Equipment or supplies not used directly to teach skills to students.
- Administrative or supervisory salaries.
- Salaries or wages paid to secretarial support staff.
- Salaries or wages paid to students.
- Administrative duties, such as preparing and managing the Perkins Plan.
- Conference travel unrelated to career and technical education program improvement.
- Out-of-state travel not directly related to program improvement activities outlined in the local plan.
- Routine consumable 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.
- Costs of promotional items and memorabilia.
- Costs of advertising and public relations designed to solely promote the LEA.
- Funding for adult programs may only be used for adult programs.

APPENDIX D: CONTACT INFORMATION

Below are the names, titles, and email addresses of individuals to contact for questions regarding school budget allocations.

Athletics

Starr Davenport
Director, Financial Management
sdavenport@philasd.org

Bilingual Counseling Assistants

Lutzgarde (Ludy) Soderman
Director, Multilingual Family Support
lsoderman@philasd.org

Operating Budget

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

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

Chearo Mean
Financial Analyst
cmean@philasd.org
Contact regarding: Neighborhood
Networks 3 & 8

Paul Patrizio
Financial Management Trainee
ppatrizio@philasd.org
Contact regarding: Neighborhood
Network 5 & 6 and Turnaround
Network

Martin Wimbush
Financial Management Trainee
mjwimbush@philasd.org
Contact regarding: Opportunity
Network, Autonomy Network, and
Neighborhood Networks 1 & 2

Cui Yan (Cindy) Zhang
Financial Management Trainee
czhang2@philasd.org
Contact regarding: Neighborhood
Networks 4, 7, & 9

Grants Budget

Bill Higgins
Principal Financial Analyst
whiggins@philasd.org
Contact regarding: Grant budgets for
all school levels

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

Career and Technical Education (CTE)

David Kipphut
Deputy
dkipphut@philasd.org

Michelle Armstrong
Director, CTE
mharmstrong@philasd.org

Nicholas Gasis
Assistant Director
ngasis@philasd.org

Early Childhood Education

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

Family and Community Engagement

Jenna Monley
Executive Director
jmonley@philasd.org

Health Services

Tracey Williams
Director
twilliams2@philasd.org

Itinerant Music

Frank Machos
Director of Music Education
fvmachos@philasd.org

JROTC

LTC Myron Young
Instructor
mmyoung@philasd.org

Multilingual Curriculum and Programs

Allison Still
Deputy
awstill@philasd.org

Kenneth Ramos
Special Projects Assistant
kramos@philasd.org

Prevention & Intervention

Lori Paster
Deputy
Pending email address (will begin role
as Deputy on March 14)

Bridget Taylor-Brown
Director
bdtaylorbrown@philasd.org

School Climate & Safety

Jody Greenblatt
Deputy
jgreenblatt@philasd.org

School Safety & Security (Police)

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

Specialized Services

Alexandra Alvarez
Director
Neighborhood Network 5
analvarez@philasd.org

Sonya Berry
Director
Neighborhood Network 5 & 6
sberry2@philasd.org

Specialized Services (cont.)

Marie Capitolo
Director
Neighborhood Network 3 &
Turnaround
mperaza@philasd.org

Deb Griffis
Director
Neighborhood Network 8 & 9
dgriffis@philasd.org

John Madden
Director
Neighborhood Network 1 & 2
jmadden@philasd.org

Jodi Roseman
Director
Neighborhood Network 7, Innovation,
& Autonomy
jroseman@philasd.org

Jennifer Zahor
Director
Learning Network 4 & Opportunity
jzahor@philasd.org

Student Placement

Danielle Seward
Deputy
dnseward@philasd.org

Student Rights and Responsibilities

Rachel Holzman
Deputy
rholzman@philasd.org

Talent

Judith Adams
Executive Director, School-Based
Resources
judithadams@philasd.org
Contact regarding: School-based
resource questions

Erica Durant
Senior Staffing Consultant
edurant@philasd.org
Contact regarding: Staffing-related
questions for Neighborhood Networks
8, 9 & Innovation schools

Danielle Gardner
Staffing Consultant
dkgardner@philasd.org
Contact regarding: Staffing-related
questions for Neighborhood Networks
1, 4 & Opportunity schools

Christa Lohbauer
Project Manager
clohbauer@philasd.org
Contact regarding: Staffing-related
questions for Neighborhood Networks
6 & 7 schools

Beth Moore
Senior Staffing Consultant
emoore@philasd.org
Contact regarding: Staffing-related
questions for Neighborhood Network
5, Autonomy & Turnaround schools

Talent (cont.)

Jackie Polidor
Staffing Consultant
jpolidor@philasd.org
Contact regarding: Staffing-related
questions for Neighborhood Networks
2 & 3 schools

Andy Rosen
Deputy for Labor Relations
arosen@philasd.org
Contact regarding: 504
Accommodations for staff