



THE SCHOOL DISTRICT OF  
PHILADELPHIA

# **Guide to School Budgets 2020-2021**

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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 and the staffing guidelines around school-based staff. 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.

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 some mandatory items discussed below. Centrally allocated positions and resources (e.g., special education and multilingual teachers) may not be reallocated for other purposes.

## **NEW FOR 2020-21 SCHOOL YEAR**

Below are key updates for the 2020-21 school budgeting process:

- Student Climate Staff:
  - Positions scheduled 5 hours or more per day will have the option to enroll in the School District sponsored medical coverage. This will increase the average cost of the 5 hour position.
  - A new 6 hour per day student climate staff position is available for schools to purchase.
  - Student climate staff positions that are less than 5 hours per day cannot consistently work more than 22 hours a week (for example, a 4-hour SCS can work 2 hours of overtime per week, or a 3 hour SCS can work 7 hours of overtime per week). If additional hours are needed beyond that, the 5 or 6 hour position should be purchased. Additional information is available in the 'Positions Available to Purchase' section.
- Several new positions are available to schools in 2020-21. Additional information on these positions can be found in the 'Positions Available to Purchase' section. These positions are:
  - Program Coordinator, Community Partnerships
  - Counselor, Behavioral and Counselor, Guidance: The counselor position is now separated into two positions - one for behavioral and one for guidance
  - 6 hour student climate staff (mentioned above)
- Partial positions: The Office of Talent will combine partial teacher positions and identify home schools. Once home schools are identified, those schools will be able to site select on behalf of the schools that are combining to fill the full-time position. Additional information can be found in the 'Positions Available to Purchase' section for Teachers.
- The Schoolwide Plan must encompass all school resources, including operating and grant funds. Schools should follow the process developed by the office of Planning and Evidence-Based Supports. Additional information can be found in the 'Schoolwide Planning' Section.
- This Guide now includes a section titled 'Positions Available to Purchase' that outlines hiring and other information related to school-based positions. Additionally, the average cost table is updated to reflect additional position information.

## **ALIGNING RESOURCES WITH SCHOOLWIDE PLANNING**

The goal of school budgeting is to strategically align spending to best support each school's improvement plan and improve student achievement. All school budgets must be 1) aligned to the Schoolwide 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 funding requirements as outlined in this document.

The School Needs Assessment and Schoolwide Plan must encompass all school resources, including operating and grant funds. All schools should follow the Needs Assessment and Schoolwide Plan model and process developed by

the Planning and Evidence-based Supports Office (PESO). In conjunction with PESO, Grant Compliance and the Office of Management of Budget will monitor for evidence of a robust Needs Assessment and Schoolwide Plan process during the school budget development period and throughout the school year. Detailed spending plans naming specific interventions or related activities by named student cohort targeted should be detailed for all funds.

During implementation, schools requesting material budget changes to the focus of the Schoolwide Plan will result in the Grant Compliance Monitor or Office of Management and Budget Analyst referring the request to PESO and the Assistant Superintendent for review.

**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 methodology 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 budget system. An example of the calculation for teachers is shown below (see Appendix A for the full list of average costs and an explanation of the calculation methodology).

**FY21 Average Teacher Cost**

Classification Group Name	Title Name	FTE	Salary Amount	Benefit Amount	Salary and Benefits Total
Teacher	Teacher, Full Time	6,916	\$509,640,500	\$340,008,358	\$849,648,858
Teacher	Teacher, Spec Education	1,482	\$107,283,212	\$71,977,648	\$179,260,860
Teacher	Teacher, Demonstration	89	\$7,458,886	\$4,787,614	\$12,246,500
Teacher	School Counselor, 10 Months	337	\$25,684,384	\$16,957,213	\$42,641,597
Teacher	Teacher, Demonstration, Spec Ed	16	\$1,338,897	\$859,767	\$2,198,664
	<b>FY21 Projected</b>	<b>8,840</b>	<b>\$651,405,879</b>	<b>\$434,590,600</b>	<b>\$1,085,996,479</b>
	<b>Average Cost (Rounded)</b>		<b>\$73,700</b>	<b>\$49,200</b>	<b>\$122,900</b>

**SCHOOL-MANAGED BUDGETS**

***Basic Operating Budgets***

Basic operating budgets provide schools with their core funding to provide services to students. The allocation provides a principal, enrollment-driven teachers, counselor(s), student support staff, and other positions and allotments based on enrollment and other factors. Principals can use the funding provided through their allocation to align their budget based on the needs of their school, once all mandatory purchases are completed. Mandatory purchases include: enrollment driven teachers, summer reorganization, art and music allotment, the neighborhood high school assistant principal, and 120 hours of extra-curricular for elementary schools.

## Basic Operating Allocation Method

The table below details the resources that are allocated to schools for their basic operating budget.

Position/ Resource	Allocation Method
<b>Teachers</b>	Schools are allotted the number of general 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 next page for additional details on the teacher formulas for each school level. Kindergarten teachers will be funded by Title I and Ready to Learn in FY21.
<b>Principal</b>	One principal per school
<b>Assistant Principals</b>	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 students: Three assistant principals 2,650-3,299 students: Four assistant principals Over 3,299 students: Five assistant principals
<b>Counselors</b>	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 2,250-2,899 students: Four counselors Over 2,899 students: Five counselors
<b>Secretaries</b>	0-1,149 students: One secretary 1,150-2,249 students: Two secretaries 2,250-3,349 students: Three secretaries Over 3,349 students: Four secretaries
<b>Student Climate Support (3 hour)</b>	0-449 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
<b>\$100 Allotment</b>	\$100 per teacher and counselor
<b>Summer Reorganization</b>	Schools must pay staff for a specific number of days of Summer Registration/Reorganization. <sup>1</sup> <i>Elementary Schools</i> 10 days for secretaries (daily rate = \$164.28) 2 days for scheduler (daily rate = \$333.41) <i>Middle and High Schools</i> 10 days for secretaries (daily rate = \$164.28) 10 days for roster chair (daily rate = \$333.41)
<b>Discretionary Funds</b>	\$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.
<b>Extra-Curricular</b>	120 hours per Elementary School (\$7,036 per Elementary School)
<b>Small Schools</b>	Schools with enrollment less than 325 students receive up to an additional \$50,000
<b>Art</b>	\$10 per pupil for Elementary Schools, \$15 per pupil for Middle Schools, \$20 per pupil for High Schools Arts programs: \$50,000 for schools with designated arts programs
<b>International Baccalaureate</b>	Schools with IB programs receive an additional 1.6 teachers

<sup>1</sup> Summer Reorganization Professional Development days for Assistant Principals (10 months) will NOT be included in the Summer Reorganization allotment; the funding will be in a central budget code. Any difference between the budgeted amount and the amount spent may NOT be used for other purposes.

**Enrollment Driven General Education Teacher Allocations**

<b>Elementary Schools</b>	<b>Middle Schools</b>
Kindergarten – Grade 3 Ratio: 30 to 1 Grades 4 – 8 Ratio: 33 to 1  Prep Time: $(.175 \times \text{Number of Teachers}) + (0.066 \times \text{Number of 7}^{\text{th}} \ \& \ 8^{\text{th}} \ \text{grade teachers})$	Ratio: 22.5 to 1  Prep time is included in the ratio, resulting in a class size ratio of 33 to 1
<b>High Schools</b>	<b>CTE High Schools</b>
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, teachers, neighborhood school assistant principal, art and music allotment, and extra-curricular, based on the needs of their school.

	<b>School A</b>	<b>School B</b>	<b>School C</b>	<b>School D</b>	<b>School E</b>	<b>School F</b>	<b>School G</b>
	Small Elementary School SPR : Intervene	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
<b>Enrollment</b>	<b>260</b>	<b>822</b>	<b>665</b>	<b>279</b>	<b>1,064</b>	<b>1,390</b>	<b>629</b>
<b>General Ed Teachers</b>	<b>14.6</b> (excludes 1 Kind. Teacher in grants)	<b>33.0</b> (excludes 3 Kind. Teachers grants)	<b>29.6</b>	<b>11.6</b>	<b>43.2</b>	<b>55.4</b>	<b>30.6</b>
<b>Principal</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Assistant Principals</b>	<b>0</b> (enrollment <700)	<b>1</b> (enrollment between 700 & 1,349)	<b>0</b> (enrollment <700)	<b>0</b> enrollment <700)	<b>1</b> (enrollment between 700 & 1,349)	<b>3</b> (enrollment between 1,350 & 1,999 & 9 <sup>th</sup> Grade Academy AP)	<b>0</b> (enrollment <700)
<b>Counselors</b>	<b>1</b> (enrollment <950)	<b>1</b> (enrollment <950)	<b>1</b> (enrollment <950)	<b>1</b> (enrollment <950)	<b>2</b> (enrollment between 950 & 1,599)	<b>2</b> (enrollment between 950 & 1,599)	<b>1</b> (enrollment <950)
<b>Secretaries</b>	<b>1</b> (enrollment <1,150)	<b>1</b> (enrollment <1,150)	<b>1</b> (enrollment <1,150)	<b>1</b> (enrollment <1,150)	<b>1</b> (enrollment <1,150)	<b>2</b> (enrollment between 1,150 & 2,249)	<b>1</b> (enrollment <1,150)
<b>Student Climate Staff</b>	<b>3</b> (enrollment <449)	<b>6</b> (enrollment between 750 & 949)	<b>5</b> (enrollment between 600 & 749)	<b>3</b> (enrollment <449)	<b>7</b> (enrollment between 950 & 1,249)	<b>8</b> (enrollment between 1,250 & 1,599)	<b>5</b> (enrollment between 600 & 749)
<b>\$100 Teacher &amp; Counselor Allotment</b>	<b>\$1,560</b> (\$100 x 15.6 teachers & counselors)	<b>\$3,400</b> (\$100 x 34.0 teachers & counselors)	<b>\$3,060</b> (\$100 x 30.6 teachers & counselors)	<b>\$1,260</b> (\$100 x 12.6 teachers & counselors)	<b>\$4,520</b> (\$100 x 45.2 teachers & counselors)	<b>\$5,740</b> (\$100 x 57.4 teachers & counselors)	<b>\$3,160</b> (\$100 x 31.6 teachers & counselors)
<b>Summer Reorganization</b>	<b>Secretary: 10 days</b> <b>Roster Chair: 2 days</b>	<b>Secretary: 10 days</b> <b>Roster Chair: 2 days</b>	<b>Secretary: 10 days</b> <b>Roster Chair: 10 days</b>	<b>Secretary: 10 days</b> <b>Roster Chair: 10 days</b>	<b>Secretary: 10 days</b> <b>Roster Chair: 10 days</b>	<b>Secretary: 10 days</b> <b>Roster Chair: 10 days</b>	<b>Secretary: 10 days</b> <b>Roster Chair: 10 days</b>
<b>Discretionary Funds</b>	<b>\$42,900</b> (\$165 x 260 students)	<b>\$115,080</b> (\$140 x 822 students)	<b>\$109,725</b> (\$165 x 665 students)	<b>\$46,035</b> (\$165 x 279 students)	<b>\$148,960</b> (\$140 x 1,064 students)	<b>\$229,350</b> (\$165 x 1,390 students)	<b>\$103,785</b> (\$165 x 629 students)
<b>Art Supplies</b>	<b>\$2,600</b> (\$10 x 260 students)	<b>\$8,220</b> (\$10 x 822 students)	<b>\$9,975</b> (\$15 x 665 students)	<b>\$5,580</b> (\$20 x 279 students)	<b>\$21,280</b> (\$20 x 1,064 students)	<b>\$27,800</b> (\$20 x 1,390 students)	<b>\$12,580</b> (\$20 x 629 students)
<b>Extra-Curricular</b>	<b>\$7,036</b>	<b>\$7,036</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Small Schools</b>	<b>\$50,000</b> (enrollment <325)	<b>\$0</b>	<b>\$0</b>	<b>\$50,000</b> (enrollment <325)	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total Basic Operating</b>	<b>\$2,361,632</b>	<b>\$4,858,432</b>	<b>\$4,254,118</b>	<b>\$1,995,633</b>	<b>\$6,293,058</b>	<b>\$8,294,468</b>	<b>\$4,373,783</b>

Notes: Kindergarten teachers are Title I and Ready to Learn funded. Assistant Principal summer reorganization is allocated centrally and not included in Total Basic Operating.

### Arts/Music Supplies

Funds are allocated per student to support materials needed for art and music teachers and programming in schools. The allocation is as follows:

- Elementary School (K-8): \$10 per student
- Middle Schools: \$15 per student
- High Schools: \$20 per student

These funds are not discretionary and are restricted for materials, supplies, and equipment for Arts classrooms. They do not apply to funding after school programs by outside organizations. However, they may be used to purchase supplies for arts clubs run by District certified visual arts, music, theatre and dance teachers. These funds should support certified Arts Educators, NOT Humanities classes, in the following priority order:

1. Consumable goods for Visual Arts Educators
2. Consumable goods for All Arts Educators (Visual Art, Music, Dance, Theatre)
3. Equipment/Technology for All Arts educators (Visual Art, Music, Dance, Theatre)

A detailed list of recommended supplies can be found here:

<https://drive.google.com/file/d/1mLTKaqLH9yD1g5bS5nz-ITIEPOLnHKFi/view>

For assistance regarding Art/Music supplies, contact Deborah Klose at [dklose@philasd.org](mailto:dklose@philasd.org) or 215-400-6639.

### ***Positions Available for Purchase***

#### Academic Coach

Academic Coach positions cannot be purchased by schools. The only academic coaches that can be in school budgets are ones assigned through central office.

#### Assistant Principal

Assistant Principal positions are CASA positions. Principals who purchase these positions may be able to identify the individual(s) who will assume the position(s), but are not guaranteed full choice to determine who is in the position. Current Assistant Principals identified as needing placement for the 2020-2021 academic year will need to be placed. Principals will have until May 1, 2020 to complete Assistant Principal hiring. After May 1, Principals will be required to hire from among the pool or accept the placement of individuals who are identified as needing placement.

#### Assistant Program Coordinators

Assistant Program Coordinator positions are Philadelphia Federation of Teachers (PFT) positions and are not eligible for site selection. Individuals placed into these positions will be assigned by the Office of Talent. There can be a specialization for Community Partnerships.

#### Classroom Assistants

Classroom Assistant positions are not eligible for site selection. Individuals placed into these positions will be assigned by the Office of Talent. Forced transfers and voluntary transfers are moved first. After that movement concludes, new hires are placed.

#### Community Relations Liaison

Community Relations Liaisons are not eligible for site selection.

#### Computer Support Specialist

The Computer Support Specialist (CSS) IT Apprentice is the nation's longest, continuously running IT Apprenticeship. Graduates of the School District of Philadelphia are trained in technology repair and management both through

hands-on experiences in our schools and weekly certification classes. In a full or part-time position, the Apprentice, under the guidance of a school staff member, provides immediate onsite technical support for laptops, Smartboards/Smart panels, mobile devices, and desktops. CSllisS also work with their school(s) to complete and maintain the technology inventory. This position is contracted through Communities in Schools of Philadelphia. The cost of a full-time Specialist is \$45,000; a part-time Specialist is \$22,500 and must be shared with another school. The position is budgeted as a contract.

Computer Support Specialist positions are not eligible for site selection and will be assigned by Beth St. Claire. For questions or to confirm a position for the 2020-2021 school year, contact [css@utp-philly.org](mailto:css@utp-philly.org).

#### Counselor, Behavioral OR Counselor, Guidance

Counselor positions are eligible for site selection. Counselor candidates are identified as being counselors for “guidance” and counselors for “behavioral health”. A subset of designated Comprehensive Support and Improvement (CSI) schools are required to have at least one behavioral health counselor in their buildings. However, any school is able to hire a behavioral counselor if they have the resources and feel this position would benefit their school. Counselor candidates can be eligible for “guidance”, for “behavioral health”, or for both. Schools are able to site select for both positions, but can only site select for positions if individuals have been identified as eligible by the Office of Prevention and Intervention.

#### Farmer

The Farmer position is not eligible for site selection. Individuals placed into these positions will be assigned by the Office of Talent. Forced transfers and voluntary transfers are moved first. After that movement concludes, new hires are placed.

#### Librarians

Librarians are eligible for site selection.

#### Library Instructional Materials Assistants

Library Instructional Materials Assistant positions are not eligible for site selection.

#### Program Coordinator, Community Partnership

To accommodate schools’ interest in further refinement and alignment of existing partnerships with the school’s vision and mission, a new specialty (Community Partnerships) has been added to the existing District position of Program Coordinator. This is a 10-month, non-represented school-based position. This position is being created in part to give schools two choices (Assistant Coordinator/Community Partnerships and Program Coordinator/Community Partnerships) when considering schools needs and individuals best qualified for this work. This position would be considered school- based and centrally deployed.

Program Coordinator positions are non-represented. Candidates for these positions are screened and made eligible by Vicki Ellis, Executive Director of Strategic Partnerships. Final placements are determined by recommendation of the principal to Vicki and her team. Vicki and her team will not place someone into a building without the signoff of the impacted principal.

Schools may use school grant funds, including Title I, as long as the purchase is aligned with the needs assessment and schoolwide plan.

#### School Climate Manager

Climate Manager positions are CASA positions. Principals who purchase these positions may be able to identify the individual(s) who will assume the position(s), but are not guaranteed full choice to determine who is in the position. Current Climate Managers identified as needing placement for the 2020-2021 academic year will need to be placed.

Principals will have until May 1, 2020 to complete Climate Manager hiring. After May 1, Principals will be required to hire from among the pool or accept the placement of individuals who are identified as needing placement.

#### School Climate Support Liaison

School Climate Support Liaison positions are not eligible for site selection. Current forced transfer individuals in this position will be placed before individuals new to the position are eligible for placement. After current forced transfers are placed, new hires will be placed into this position. If a Climate Liaison position is not selected by a force transfer, an individual who already works in the building can be placed into the position ahead of other candidates from outside the building, provided they have been made eligible by the Office of Talent Support Services and the Office of Prevention and Intervention.

#### School Climate Support Specialist

School Climate Support Specialist positions are not eligible for site selection. Current forced transfer individuals in this position will be placed before individuals new to the position are eligible for placement. After current forced transfers are placed, new hires will be placed into this position. If a School Climate Support Specialist position is not selected by a force transfer, an individual who already works in the building can be placed into the position ahead of other candidates from outside the building, provided they have been made eligible by the Office of Talent Support Services and the Office of Prevention and Intervention.

#### School Improvement Support Liaisons

School Improvement Support Liaison positions are not eligible for site selection.

#### School Operations Officers

School Operations Officer positions are eligible for principal purchase. Candidates will be screened, hired, and managed centrally.

#### Secretaries

Secretary positions are not eligible for site selection. Individuals placed into these positions will be assigned by the Office of Talent. Forced transfers and voluntary transfers are moved first. After that movement concludes, new hires are placed.

#### Social Workers

Schools are no longer able to purchase social worker positions. However, schools can and should consider purchasing positions within the Support Team for Education Project (STEP) program. Details on that program are found below.

#### Special Education Assistants

Special Education Assistant positions are not eligible for site selection.

#### STEP Team

*Clinical Social Work Coordinator:* This position is for a licensed Masters level clinician who can attend leadership meetings, consult on schoolwide initiatives (better systems in your cafeteria, parent engagement, community resource engagement, etc.) and can provide individual, group, and family therapy in school or in homes. The STEP Clinical Social Work Coordinator is the supervisor of the team. Schools are mandated to purchase the Clinical Social Work Coordinator prior to purchasing other STEP positions. This is a 12 month position.

*Case Manager:* This position is for a Bachelor's level clinician. They are tasked with helping families to access outside resources like mental health treatment, housing, medical care, welfare benefits, clothing, etc. This is a 12 month position.

*Family Peer Specialist:* This position requires a high school diploma and experience navigating mental health systems. The role is to support families in engaging with treatment and the school by sharing their own experiences and using these experiences to help families engage with needed supports for their children. This is a 10 month position.

*School Behavioral Consultant:* This position is for a licensed Masters level clinician. Their main role is to support teachers in creating effective behavior plans for students who are struggling in the classroom. The employee works with teachers to create plans as well as provide and model interventions for staff. They can also provide, with the principal's direction, one on one coaching for staff that are struggling with classroom management. This is a 10 month position.

All STEP positions are non-represented positions. Candidates for these positions are screened and made eligible by Allaire Wohlgemuth, STEP Director in the Office of Prevention and Intervention. Final placements are determined by recommendation of the Principal to Allaire and her team. Allaire and her team will not place someone into a building without the sign-off of the impacted principal.

Identified, displaced STEP workers would have from April 1-May 1 to interview for and be hired by schools with new STEP programs. If on May 1<sup>st</sup> individuals remain without placement, the STEP Director, with input from principals and others, would determine placement. No new STEP workers can be hired until displaced STEP workers have positions for the coming academic year.

#### Student Climate Staff (SCS)

In prior school years, student climate staff have been able to be purchased as 3 hour, 3.5 hour, 4 hour, and 5 hour positions. Starting in the 2020-21 school year, positions scheduled 5 hours or more per day will have the option to enroll in the School District sponsored medical coverage. Additionally, a new 6 hour position is now available to schools.

Student climate staff positions that are less than 5 hours cannot consistently work more than 22 hours a week (for example, a 4-hour SCS can work 2 hours of overtime per week, or a 3 hour SCS can work 7 hours of overtime per week). If additional hours are needed beyond that, the 5 or 6 hour position should be purchased.

These positions are not eligible for site selection. However, principals can be involved in the screening process for referrals for these positions. The Office of Talent is working with Local No. 634 to finalize specifics regarding staffing of Student Climate Staff positions for the 2020-2021 school year.

Below is additional information regarding medical coverage for the positions scheduled 5 hours or more per day:

- Eligible employees will be offered the opportunity to enroll themselves and eligible dependents in Independence Blue Cross KEYSTONE HMO \$15 Plan.
- Employees scheduled 5 hours per day, and less than 7 hours per day, may enroll themselves and eligible dependent children up to age 26.
- Employees will not have a premium contribution until August 25, 2023. For the 2023-2024 School year, employees earning up to \$26,000 per year will be responsible for 1% of the premium based on their enrolled coverage tier (e.g. Single, Spouse, Family).
- Employees are not required by the SDP to enroll in the coverage. However,
  - Employees who waive the District's coverage will no longer be covered by the UNITEHERE Local No.634 medical services at the Philadelphia City Health Centers

- If the employee is enrolled in a plan through the Health care exchange (healthcare.gov), often called “Obamacare”, they will no longer be eligible to receive a premium subsidy. If they do not notify the exchange and continue to receive the subsidy, they will be responsible to repay the subsidy.
- If an employee’s children are enrolled in a Medical Assistance (MA) program, and the Health Insurance Premium Payment (HIPP) Program determines it is cost effective for them to be enrolled in the District’s medical coverage, they can require the employee to enroll in the District’s coverage.
- If an employee’s children are enrolled in or eligible for the Children's Health Insurance Program (CHIP), the program may require that the children be removed from CHIP.

### Supportive Services Assistants

Supportive Service Assistant positions are not eligible for site selection.

### Teachers

Teacher positions are eligible for site selection between April 1, 2020 and June 24, 2020. Forced and voluntary transfers will be placed into remaining positions on June 29 and June 30, 2020. Site selection will then reopen on July 2, 2020 for all positions through March 31, 2021.

#### *Partial Teacher Positions*

Principals often choose to purchase prep positions (or parts of prep positions). Once positions are budgeted for 2020-21 school year and vacancies are identified, the Office of Talent will work to pair two or more partial positions together to create 1.0 full-time positions for hire, and will identify the home school for those positions. Once full-time positions at two or more schools have been identified, the home school site selection team will coordinate the interview for and site select the positions. Once partial positions are grouped into full-time positions, they are not able to be broken apart back into partial positions for the purpose of staffing until leveling commences at the start of the new school year.

#### *Roster Chair*

Schools may choose to purchase a Roster Chair. The position would be purchased by content area and the school should T4 the position. It is the recommendation by the Office of Talent that the Roster Chair position is posted as a T4 position by the end of the prior school year, for the position to be effective beginning with summer reorganization. If the T4 position is not filled by the end of the prior school year, the T4 position should be posted for the first week that teachers are in school in the fall.

#### *School Based Teacher Leader (SBTL)*

Some schools are required to purchase a School Based Teacher Leader. Other schools may choose to purchase a School Based Teacher Leader. The position would be purchased by content area and the school should T4 the position. It is the recommendation by the Office of Talent that the SBTL position is posted as a T4 position for the first week that teachers are in school in the fall. This ensures that all teachers in the building, whether they are currently in the school or not, are eligible to apply for the position.

#### *Special Education Compliance Monitor (SPCM)*

Every school is required to have a Special Education Compliance Monitor. The SPCM position is a T4 position. SPCMs would most likely be funded by a special education position within your building. It is the recommendation by the Office of Talent that the SPCM position is posted as a T4 position for the first week that teachers are in school in the fall. This ensures that all teachers in the building, whether they are currently in the school or not, are eligible to apply for the position.

Special Education Compliance Monitors are paid a stipend of \$2,000 in the fall and \$2,000 in the spring.

## **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 2020-21 school year are preliminary and subject to change. Adjustments may be made in the fall when actual school enrollments are determined.

### ***Acceleration Network Schools***

Schools designated by the School District of Philadelphia with an emphasis on accelerating student achievement receive additional funding to support academic, climate, and culture improvement. 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 acceleration model includes:

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

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

### ***Athletics***

The Division of Athletics supports all School District of Philadelphia organized interscholastic teams by providing administrative and financial support to 54 high schools and District middle grades 6, 7, and 8. Athletics has an \$8.5 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 \$6.6 million, is allocated for the extra-curricular salaries and benefits of athletic directors, coaches, and sports chairpersons. Additionally, the Division of Athletics provides ongoing support to schools that express the need for additional equipment and supplies due to the use, wear/tear, as well as the addition of new programs. These needs are assessed and approved by the Executive Director, James Patrick Lynch.

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

- Approximately \$600,000 for software and technical support in accordance with the Pennsylvania Interscholastic Athletic Association (PIAA) for officials' salaries and to maintain compliance standards
- Approximately \$380,000 for athletic trainers to cover all athletic events to ensure the safety of athletes
- Approximately \$330,000 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 and gymnasiums.

### ***Bilingual Counseling Assistants***

Bilingual Counseling Assistants (BCAs) are paraprofessionals whose main functions are to serve as linguistic bridges and cultural brokers between English learners (or students who are English speakers), their limited-English proficient

families, and school staff. Bilingual Counseling Assistants work exclusively with immigrant and refugee students and families. They 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. The allocation of BCA services to schools is done based on the following considerations: Document Language (language spoken by the parent/guardian) and number of students enrolled in the English for Speakers of Other Languages (ESL) program at a school. Additionally, factors such as trauma, displacement, and low levels of literacy are also considered.

BCAs are not eligible for site selection. Individuals placed into these positions will be assigned by the Office of Talent. Forced transfers and voluntary transfers are moved first. After that movement concludes, new hires are placed.

**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 to PDE-approved CTE Programs using a formula that multiplies the enrollment in CTE programs by the per student allocation. The per student amount available to be allocated is determined annually by the amount of the Perkins grant award (a federal grant administered by the Pennsylvania Department of Education) and CTE state subsidy that the District receives. These funds can be used for consumable supplies, textbooks, and other needs to support the delivery of CTE programs. Two examples are provided below.

School	CTE Enrollment by Grade	Per Student Allocation	Allocations	Total Allocation
School A	10 <sup>th</sup> – 125	\$24	\$3,000	\$8,400
	11 <sup>th</sup> – 115		\$2,760	
	12 <sup>th</sup> – 110		\$2,640	

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.

CTE teacher positions are eligible for site selection. The Office of Career and Technical Education must also review candidates to determine the eligibility of CTE teacher candidates.

CTE non-Teacher positions are not eligible for site selection. Individuals placed into these positions will be assigned by the Office of Talent.

**English as a Second Language (ESL) Teachers**

ESL teacher allocations are determined by the number of students identified as English Learners (ELs) 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 Learner but have not been assigned a proficiency level (i.e. Alternate ACCESS) are coded as Level 7 (Other).



In some cases, deviation from the formula is necessary in order to provide equitable ESL instruction across the District. In all schools, the Office of Multilingual Curriculum and Programs is committed to providing professional development opportunities to all educators serving ELs. Schools that have a partial ESL teacher allocation are encouraged to make a school-based purchase to create a whole position at the school. Itinerant positions cannot be matched. Such purchases should be communicated to the Deputy of Multilingual Curriculum and Programs, Allison W. Still (awstill@philasd.org).

ESL teacher positions cannot be converted from being funded at the building to being considered itinerant if they are for more than 0.2 FTE.

### ***Food Services Division***

The Food Services Division provides 25 million daily breakfast, lunch, and dinner meals per year to 128,000 K-12 students in 257 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 a 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.

All student meal functions are 'turnkey' operations managed by individual cafeteria managers and Food Services Field Supervisors. Food Services positions do not report to the school principal and any change in Food Service staffing has no impact on the educational resources available to each school.

Food Service positions are not eligible for site selection. Individuals placed into these positions will be assigned by the Office of Food Services

### ***High School Support – Credit Recovery (Edgenuity)***

In support of Anchor Goal 1 that 100% of students will graduate college and career ready, the District will purchase licenses centrally for Edgenuity, the approved program for credit recovery and grade improvement. Schools will not need to purchase these licenses with their school-based funds. If you are in need of licenses for students, please contact Dr. Marjorie Gaskin (mgaskin@philasd.org) in the Office of High School Supports for access to the license. It is important to note that students who are rostered for credit recovery or grade improvement will need to be assigned to a teacher who has appropriate certification for the subject area.

### ***Itinerant Music***

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.

Itinerant Music positions are not eligible for site selection. The Office of the Arts & Creative Learning determines staff assignments for itinerant music positions.

### ***Junior Reserve Officer Training Corps***

The Post-Secondary Office supports the Junior Reserve Officer Training Corps (JROTC), an educational program adopted by the District and offered in selected high schools as an elective program open to all students. It is currently in 10 District high schools including the District's designated military academy high school, the Philadelphia Military Academy. AdvancED accredits the Army JROTC program and as such is committed to continuous improvement. Every three years each JROTC program receives a formal accreditation evaluation. In addition, all JROTC programs are subject to annual reviews and assistant visits. 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. Schools receive JROTC instructors 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. JROTC Command funds uniforms, instructional materials, equipment, and activities. 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 District's JROTC office is located at Roxborough High School.

JROTC Instructor positions are not eligible for site selection. Instead, principals work with the District's JROTC office to fill positions.

### ***Nurses***

Certified School Nurses (CSN) are allocated to schools based on a school's enrollment, daily medical needs of students, and chronic health concerns. The CSN is the only licensed registered nurse who may carry a caseload of students in Pennsylvania schools. The CSN is a registered nurse (RN) with a bachelor of science in nursing, has worked in the clinical setting and has at least one year of school nursing experience. School Nurses must complete a certification to work as a school nurse. CSN perform all mandated screenings such as vision, hearing, heights/weights, and scoliosis, first aid, immunization compliance, protocols, and medication administration. Certified school nurses are the 504 medical plan case managers and complete Individualized Education Programs (IEPs) as needed.

Certified School Nurses are not eligible for site selection. Nurses hired after September 1 of a given academic year are considered to be on special assignment. Those nurses may be force transferred and must choose new placements for the next academic year.

### ***Nurse Health Room Supplies***

Schools receive annual funding for health room supplies to be used by the certified school nurse to provide first aid, emergency care, and daily health care to the students enrolled in the school building. All School District schools receive funding of \$1.00 per student for K-12 students.

Use of this budget allocation should be restricted to yearly, consumable supplies and items that meet the requirements and guidance provided by the Office of Student Health Services. A detailed lists of health room supplies and permissible materials can be found by clicking on this link ([approved health room supplies](#)). The provided list are basic recommendations and may vary by school need as long as the supply is permissible under the school nurse guidelines. Any nurse requesting the purchase of items other than those indicated on the recommended lists, must submit request for approval to the Office of Student Health Services at [studenthealth@philasd.org](mailto:studenthealth@philasd.org).

### ***Police Officers***

School Police Officers are allocated to schools by the Office of School Safety. The number of school police officers assigned to each school is based on an allocation model that most heavily weights the following factors: school level (elementary, middle, high school), enrollment, School Progress Report (SPR) climate tier, number of school serious incidents reported, and a harm score which takes into account crime reported in the area around the school. Additionally, all high schools and schools most affected by the opioid crisis have a minimum of one police officer. Elementary schools are provided a maximum of one school police officer, except where student body size or other considerations require additional support. Adjustments are also given for other factors, including but not limited to, high school needs for security camera monitoring and scans, shared buildings, and building layout.

The Office of School Safety's deployment strategy is meant to supplement the school's existing climate supports. Staffing levels, operational needs, or growing safety concerns at particular schools may result in adjustments to the number of school police allocated throughout the year.

School Police Officer positions are not eligible for site selection and are assigned by the Office of School Safety.

### ***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 comprehensive Pre-Kindergarten educational services to nearly 11,000 age- and income-eligible children using state, federal, and local funds through both internally-operated classrooms as well as through formal partnership agreements with over 50 high-quality, community-based early learning agencies that qualified through a formal competitive process. In 2019-20, 67 District buildings hosted Pre-K programs. These programs are staffed with one certified lead teacher and one qualified teacher assistant for each Pre-K classroom and at least one food service worker per program site. Sites also receive program funding for instructional materials and supplies based on need.

Pre-Kindergarten teacher positions are eligible for site selection.

### ***Psychologists***

School psychologists conduct evaluations of students thought to be exceptional and students receiving specially designed instruction. In addition, they provide consultation to multidisciplinary student support teams, school administrators, individual teachers, and students. Such consultative services are intended to support efforts to accommodate student needs in the least restrictive educational environment and assist teachers with ensuring progress of all students.

School psychologists are assigned to schools based on overall student needs, 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)/Multi-Tiered System of Supports (MTSS) process. Assignments 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 those 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/MTSS interventions with progress monitoring) is likely to receive greater 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 determined by the amount of direct service minutes provided by a certified special education teacher/related service provider. There are three levels of service and each is defined by 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 79% of the day); and Full-time (80% or more of the day).

State regulations require all special education teachers to carry a caseload. The regulations specify the maximum number of students on a teacher’s caseload for Individual Education Program (IEP)/case management purposes which cannot exceed a Full Time Equivalency (FTE) of 1.0. The regulation factors for IEP caseload/case management include: level 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 Individual with Disabilities Education Act (IDEA) does not contain requirements relating to class size; PA state regulations require that students with disabilities be provided appropriate classroom space composed of at least 28 square feet per student. The caseload maximums per program type and level of service 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. The Office of Specialized Services has established processes and procedures in order for the least restrictive environment to be legally implemented for students receiving special education. Principals serve as the LEA for district buildings to ensure that the Student Data Review Process is followed when considering additional adult support for an individual student. One requirement within this process is that the Neighborhood Network Special Education Director is in attendance at the IEP meeting when requesting this additional support (1:1, 1:2, or 1:3 adult: student ratio). All special education teachers, classroom assistants, 1:1s, and bus attendants must serve only special education students.

Professional Staff - FTE	Itinerant	Itinerant: AS/MDS	Supplemental	Supplemental: DHIS/BVIS/Physical Support/AS/MDS	Full Time: AS/SLS/PS/MDS/DHIS	Full Time: LS/ES/BVIS/PS/Speech/LSS (K-6)	Full Time: LSS (7-12)
1.00	50	12	20	15	8	12	15
0.90	45	11	18	13	7	11	13
0.80	40	10	16	12	6	10	12
0.75	38	9	15	11	6	9	11
0.70	35	8	14	10	6	8	10
0.60	30	7	12	9	5	7	9
0.50	25	6	10	7	4	6	7
0.40	20	5	8	6	3	5	6
0.33	17	4	7	5	3	4	5
0.30	15	4	6	4	2	4	4
0.25	13	3	5	4	2	3	4
0.20	10	2	4	3	2	2	3
0.10	5	1	2	1	1	1	1

#### **504 Accommodations for Staff**

The Americans with Disabilities Act requires employers to provide reasonable accommodations to qualified employees with disabilities. Requests for accommodations are submitted to Employee Relations, and if necessary, are reviewed by a doctor. Requests are considered on a case-by-case basis. Allocations for the 2020-21 school year will be made as requests are received and approved.

## **GRANTS**

The District will continue with spending flexibility in the 2020-21 school year for Title I funds and those schools receiving School Intervention Grant (SIG) funds. However, it is essential that the planned and actual use of those funds are explicitly tied to the school Needs Assessment and Schoolwide Plan, and that those resources also be “necessary, reasonable, and allocable”. Further, the planned and actual usage of the funds, along with all other funds allocated to the school, must be described within the text fields of the Staffing Management System (SMS), which will constitute the federal Budget Addendum. 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 apply.

### ***Quick Look Guidance***

This list provides a “quick look” at the Title I / School Intervention Fund budget development and spend guidance for the 2020-201 School Year. There are changes related to the use of School Intervention Funds. The subsequent narrative provides additional detail.

- All schools will follow the Needs Assessment and Schoolwide Plan model and process developed by the Planning & Evidence-based Supports Office (PESO).
- Grant compliance will monitor for evidence of a robust Needs Assessment and Schoolwide Plan process during the school budget development period and throughout the school year.
- Detailed spending plans naming specific interventions or related activities by named student cohort targeted, should be detailed for ALL funds. During implementation, schools requesting material budget changes to the focus of the Schoolwide Plan will result in the Grant Compliance Monitor or OMB Budget Analyst referring the request to PESO and the Assistant Superintendent for review.
- Schools are not allowed to purchase core curriculum that is not approved to be purchased by the Curriculum and Instruction Office. A more detailed list of goods and services that are allowable and unallowable is provided.
- The District continues to operate under the federal designation of Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) that has been created by the State of Pennsylvania pursuant to the Every Student Succeeds Act (ESSA). Forty-three SDP schools have received the CSI designation that comes with additional funding and Schoolwide Plan responsibilities. 17 SDP schools have been identified as ATSI. No additional funding is allotted for the ATSI designation.
- A “Hold Harmless” provision is in effect that precludes a school Title I allocation from dropping more than 5% between the 2019-20 and 2020-21 school years.

In the flexibility environment, the specific rules are as follows:

### **Positions**

Schools will need to purchase their enrollment-driven operating teaching and prep positions allocations from operating. Those operating positions cannot be traded-off. After the enrollment driven purchases are satisfied, any type of position, or portion of positions, may be purchased from Title I / School Intervention Grant funds that are consistent with the needs of the school as contained in the Schoolwide Plan. Those types of positions would include (but not be limited to):

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

A portion of CSI school SIG funds will be allocated to “Must Have” purchases as described below. Those purchases will appear in the SMS system “below the line”, meaning they cannot be traded-off.

#### EC / PD / Curriculum and Related Materials / Contracted Services

The concept of “Supplemental” versus “Core” does not apply. If the purchase is referenced in the Schoolwide Plan and in SMS, it is allowable. However, spending federal funds must still follow the requirement of “necessary”, “reasonable” and “allocable”, 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. For ease of administration, schools should be encouraged to use their federal funds for positions and Operating dollars for PD / EC as much as possible.

#### ***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 PA’s academic content and achievement standards. A schoolwide program school (all SDP schools) may use Title I funds to upgrade the entire educational program to improve the academic performance of all students, but in particular, 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 Schoolwide Plan that describes how the school will address identified students’ needs to improve student achievement. The Plan should include all funds allocated to the school in the SMS system, not only federal funds in SMS. The planned purchases of all funding is then recorded on a federal Budget Addendum that is comprised of the text fields of the SMS system connected to the budget lines.

The items that are allowed to be purchased with Title I are governed by two concepts: Schoolwide Plan and federal cost principles articulated in the federal Uniform Grant Guidance.

1. Schoolwide Plan – This document governs allowable costs. All funds, including federal funds must be used for the needs of the school identified by the Needs Assessment and articulated in the Schoolwide 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 appropriately state certified teachers, to provide high-quality professional development, and to increase parental involvement.
2. Federal Cost Principles – School spending from federal funds must also adhere to the cost principles embodied in the federal 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.). It should be noted that approximately 1/3 of all schools in the 2020-21 school year will have the federal documentation requirements for supplemental pay (PD/EC) apply to Operating funds as well. Schools added to this requirement for the 2020-21 school year will be notified prior to the end of the 2019-20 school year.

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

- Extend the school day or school year
- Reorganize class schedules to increase teacher planning time
- Hire additional teachers and other needed staff
- Reorganize classes to promote personalized learning
- Implement career academies
- Implement school safety programs

#### *Roles and Responsibilities*

Within the framework of school flexibility, the roles and responsibilities are as follows:

School Principals and Assistant Superintendents must view the Needs Assessment and resulting Schoolwide Plan as a vehicle to facilitate academic progress. The Schoolwide 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 Evaluation, Research, and Accountability, through PESO, 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 Schoolwide 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 focus on helping Principals maintain an updated and relevant Schoolwide Plan and Federal Budget Addendum in SMS in order to improve student achievement. OMB staff shall likewise support this effort with discretionary Operating dollars. 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 OMB and 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 - Allowable purchases may include, but are not limited to, the following:*

- Any teaching or support position that is identified in the Schoolwide plan based on student needs to improve student achievement. This could include art/music teacher, instructional paraprofessionals, prep teachers, counselors, etc.
- Computers, instructional equipment, and supplies
- Salaries for teachers and materials to implement an instructional after school, Saturday, and summer program
- Instructional interventions
- 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 2020-2021 School Budgeting Process*

- Schools will be allocated Operating teachers based on PFT contract maximums. Additional Operating dollars may be allocated to schools with greater academic challenges.
- 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 plan to support both the instructional program and climate of the school
- Classroom assistants/student support assistants/student climate staff: May be purchased if consistent with the Needs Assessment and Schoolwide Plan

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

The District will calculate 1% of the District’s entire Title I allocation, set aside the required equitable share for participation of nonpublic programs, and then distribute 95% of the remaining to schools to use as their minimum for Title I Parental Involvement. The 95% for parental involvement will be distributed to schools proportionally based upon each school’s portion of the formula-driven Title I funds allocated to schools. Examples of allowable purchases may include, but are 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

- Appropriate amounts of food for parents for a Title I appropriate parent / family involvement activity such as a workshop or Title I meeting or meeting of the School Advisory Council where a preponderance of the attendees are parents / family members that address student success issues. No more than \$5 per parent for breakfast; \$10 for lunch and no more than \$20 for dinner, and the use of the meal request form, agendas, and sign ins continues. 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 (EC) 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 of 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 and/or Compact; understanding the budget

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

There is no required 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 Schoolwide Plan 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<sup>2</sup> 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 programming that is explicitly detailed in the school's Schoolwide Plan. Climate programming should be supported by data in the plan's Needs Assessment, selected in consultation with staff of the Office of Climate and Safety, and referenced in the school's federal budget addendum (SMS). Examples of interventions may include, but are not limited to:

- Tier I climate/social-emotional learning programs approved by the Office of Climate and Safety
- Expenses related to PBIS implementation
- Stipends for school staff to attend after-school, summer, or weekend professional development in Relationships First (SDP's restorative practices model)
- Expenses related to Tier II small-group interventions supported and approved by the Office of Student Support Services (e.g. Incredible Years, Coping Power, CBITS/Bounce Back, Calm Cat)
- Attendance interventions and supports

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<sup>2</sup> Association for Supervision and Curriculum Development (ASCD), National Council of Teachers of Mathematics (NCTM), National Council for Teachers of English (NCTE)



- Mindfulness programs approved by the Office of Climate and Safety
- Assistant Principals: APs are Title I allowable if the Schoolwide Plan clearly articulates the need for the position in the needs assessment to support both the instructional program and climate of the school.

*Title I Allocation Amount and Methodology*

Title I funds that the District is allocating directly to schools through SMS fall under the four distribution methodologies described below.

1. Poverty Distribution – Dollars are allocated based on the number of children living in circumstances of poverty per school as identified by Temporary Assistance to Needy Families (TANF)/Supplemental Nutrition Assistance Program (SNAP) data and supplemented by statistical estimates. The SDP has adopted the Community Eligibility Provision (CEP) of the National School Lunch Program (NSLP). 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 actual total number of children living in circumstances of poverty in the current school year as identified by the State based on student enrollment and Community Eligibility Program (CEP) methodology, was distributed in schools across the District as evenly 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 count above and below a break, the break was shifted so that roughly even poverty percentage count of students 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	84.05% - 100.00%	\$1,050
2	78.60% - 84.04%	\$920
3	71.94% - 78.59%	\$650
4	60.30% - 71.93%	\$510
5	15.83% - 60.29%	\$410

- 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 is in effect that precludes a school allocation resulting from the factors cited above, from dropping more than 5% between the 2019-120 and 2020-21 school years.
  - The poverty rates of schools, enrollment numbers and CEP calculation are actual amounts derived from data collected by operation of the NSLP. Therefore, the District uses the data set from the prior school year to calculate Title I allocations for the coming school year.
2. Comprehensive Support and Improvement (CSI) Allocation (School Intervention Grant or SIG) – Under ESSA, the State of Pennsylvania created a new school improvement designation and support plan. For complete details, see the following link:

<https://www.philasd.org/blog/2018/12/13/pennsylvania-department-of-educations-new-school-improvement-designations-strengthen-work-underway-in-philadelphias-public-schools/>

Forty three schools have been designated by the Pennsylvania Department of Education (PDE) as CSI. With this designation comes an additional (School Intervention) Title I allocation for each of the schools as determined by PDE. A revised schoolwide plan process is required for CSI schools that includes an improvement plan developed by the District in partnership with stakeholders. Nearly twenty million dollars was allocated to the 43 CSI schools for the 2018-19 school year, and a like amount was allocated for the 2019-20 school year. Due to the lateness of the both allocations, the CSI schools received a one-time, double allocation (forty million) in the 2019-20 school year. It is expected that the CSI schools will receive the regular, approximately twenty-million dollar allocation for the 2020-21 school year which is a 50% drop in resources between the two years. However, because of the carry forward of unexpended funds and other adjustments, the overall reduction in the amount of SIG funds available in the 2020-21 school year will be reduced by only 25%. The amount received by each CSI school will vary based on the estimate of carryover funds and the estimated award amount to each school from PDE.

Based on an assessment of data and need, CSI designated schools will be required to purchase specific positions to support school improvement. The required positions may vary by school. Positions to purchase can include a teacher leader, English language learner teacher, math teacher counselor, climate manager, behavioral health psychologist, etc.

3. Parental Involvement Distribution – The District will continue to allocate Title I Parental Involvement funds per the federal regulations. The District will calculate one percent of the District’s entire estimated Title I allocation, 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 – A professional development set-aside is not required. 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 each school’s Schoolwide Plan 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, PESO office staff, and the Grant Compliance Office.

4. Supplemental School “Push-ins” – To further address specific school needs, the District will “push-in” additional resources for specific purposes determined by the District’s central office to address specific anchor goal priorities. The push-ins for the 2020-21 school year are as follows:
  - Reading Specialists – To help support Anchor Goal 2 (100% of 8-year-olds will read on grade level), 38 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.
  - To further support Anchor Goal 2, 40 fully school based teacher leaders (SBTLs) that participated in Cohort 1 of the Early Literacy Institute will be fully released to receive instructional professional development serving PreK through Grade 3 in 36 designated schools to support and improve early

literacy instruction. The 2020-21 school year will represent the sixth full school year of these supports.

- 9th Grade Academies – Twelve high schools most able to implement focused interventions will be provided additional funding for a 9th Grade Academy. The goal 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.
- Centrally allocated funds will be used to pay for full day Kindergarten in all District elementary schools.

### ***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.

## **GUIDELINES FOR SCHOOL PLANNING AND BUDGETING**

### ***Academic***

#### ***What are the foundational components, personnel, and approaches?***

- The focus for the 2020-2021 school year is the training for professional learning and implementation of ELA K-3 and Math 4-12 frameworks (as well as writing of curriculum K-3, 4-12).
- The District is enforcing the use of current core materials during the 2020-2021 school year.
  - The effective implementation of the frameworks are highly contingent upon the use of the SDP approved Core Materials.
  - The list of approved core instructional resources may be found at the following link: <https://www.philasd.org/curriculum/curriculum-and-instruction/instructional-resources/>.
  - Core Instructional Resources that are not on the list are not approved for purchase in 2020-2021.
  - Saxon Phonics, the District purchased phonics resource, will be provided/refreshed during the summer of 2020 for all elementary schools.
- The District will administer consistent assessments across all schools and grades for the 2020-2021 school year.
  - The expected participation rate in core assessments will be 95%.
  - DRA2 will continue to be used for obtaining reading levels in K-3.
- Interventions are designed for use by targeted groups of students (~less than 40% of any class) and as designated in Schoolwide Plans.
  - The intervention screening must occur AFTER the set windows for districtwide assessments.
  - Interventions must come from the approved intervention list.
  - School teams may purchase from the list of approved online adaptive resources found at the following link: <https://www.philasd.org/curriculum/curriculum-and-instruction/online-courses-and-adaptive-instructional-programs/>.
  - Adaptive resources that are not on the list of district-approved resources are not approved for purchase in 2020-2021.

- Contracts regarding instructional support, college and career readiness, and instructional materials/services require pre-approval from the Academic Supports Office Chief.
- Professional services, purchased by schools and approved by the Office of Academic Supports and the Office of Schools, should be aligned to Schoolwide Plans.
  - Professional services are not intended to supplant existing school supports (example, district provided coaches, ELS, etc.).
  - Prior to scheduling any professional services, the expectation is that leaders consult the District's professional development calendar to ensure that there are no conflicts with required sessions. The Professional Development Calendar will be communicated by June 30, 2020.

## **Climate**

### What are the foundational components, personnel, and approaches?

- Community Behavioral Health (CBH), a City Department, is providing all schools with behavioral health support in 2020-2021. As such, please do not enter into separate contracts for behavioral health services.
- If a school is identified to need a Behavioral Health Counselor, or additional Counselor, those positions should not be traded or switched.
- Central office purchased Hibster to support bullying and harassment monitoring and prevention cases. Other software may not be substituted.
- If you are purchasing a STEP position you are required to purchase a Clinical Coordinator BEFORE adding additional STEP positions, to ensure successful implementation of the model.
- Any climate programming must align with the Schoolwide Plan and be identified in collaboration with staff from the Office of Student Supports.
- The District provides support for several Tier I programs, including: PBIS, Relationships First (restorative practices), and Second Step. Other recommended programs for Tier 1 include: Playworks, Leader in Me, Responsive Classroom, Class Dojo.
- The Office of Student Support Services approves the following mindfulness programs: Inner Strength, GoNoodle, Mind-Up, Calm, Peekapak.
- The Office of Student Support Services approves and supports the following Tier II interventions: Check-in, Check-Out; Coping Power; Friend to Friend; Incredible Years; Calm Cat.

### Frequently Asked Questions about Tier I Climate Programming

#### **What is the Office of Student Supports' vision for Tier I programming?**

Tier I supports for climate and behavior are universal for all students. The Office of Student Supports' vision for Tier I programming is that it will support positive learning environments in which all students experience belonging and engagement. These learning environments are trauma-informed, equitable, and focused on students' social-emotional health and development.

Tier I programs should not be regarded as stand-alone solutions but rather as tools for helping schools achieve their climate goals. They provide frameworks and strategies for building a positive climate and understanding and responding to behavior.

#### **What Tier I programs does the Office of Student Support Services support?**

The Office of Student Support Services recommends and supports two Tier I programs: Positive Behavior Interventions and Supports (PBIS), and SDP's model of restorative practices, *Relationships First*. Each of these programs provides a framework, tools, and strategies for integrating trauma-informed practices and an explicit focus on social-emotional learning. The Office of Climate and Safety provides training and ongoing coaching to schools implementing these programs. We have recently expanded our capacity to support *Relationships First*, and are now expanding PBIS supports with a focus on high schools and on classroom coaching.

We also recommend Playworks as an evidence-based Tier I option. Playworks offers two programming options: One with embedded on-site staffing, and one focused on training school staff.

### **How can my school begin implementing PBIS or Relationships First?**

We support schools in implementing both programs through a combination of professional development and ongoing coaching. To learn more, contact PBIS Director Steven Rufe (srufe@philasd.org) or Director of Restorative Programming Josh Staub (jstaub@philasd.org).

### **How can I improve my staff's knowledge of trauma-informed practices?**

The Office of Student Support Services partners with Lakeside Global Institute to make trauma trainings available to schools. We can help you determine the best combination of these supports for your school. For more information, contact Director of Trauma-Informed School Practices Jayme Banks (jbanks2@philasd.org).

### **What about social-emotional learning (SEL)?**

Social-emotional learning is a broad term that refers to programming designed to help students develop into whole and healthy individuals with the self-knowledge and interpersonal skills necessary to be productive and connected citizens. Social-emotional learning should not be thought of as a discrete activity, but rather as a focus of instruction and interactions throughout the school day. Programs like Second Step or mindfulness interventions can be useful tools for supporting this focus. To learn more about SDP's supports for social-emotional learning, contact SEL Specialist Jaimie Piotrowicz (jpiotrowicz@philasd.org).

### **What is the purpose of Tier II for emotional/behavioral supports?**

Tier II services are supports for students who are not responding to Tier I climate programming. Tier II services are targeted to groups of students experiencing similar issues (i.e. truancy, aggression, anxiety). Tier II services are more intensive than schoolwide programming but not as intensive as individualized Tier III mental/behavioral health supports.

### **Does the Office of Student Support Services recommend an approach to Tier II?**

Yes. We are expanding a new program of supports for Tier II that includes:

- Universal screening for all students to guide intervention decisions
- Check-in Check-out as a "Tier 1.5" intervention
- Small-group interventions for students needing more intensive Tier II support

### **Are these components evidence-based?**

Yes. All of the interventions supported by the Office of Student Support Services for Tier II are evidence-based and shown to be effective when implemented with fidelity.

### **How can the Office of Student Support Services help?**

Our staff will support your school by:

- Training school-based staff to implement universal screening
- Training Tier II teams to implement Check-in Check-out with fidelity
- Training Tier II teams to use universal screening and Check-in Check-out data to match students with small-group interventions where needed monitor progress

- Training counselors or STEP staff to implement small-group interventions
- Providing links with counseling programs whose graduate students can supplement schools' capacity for Tier II (requires counselor supervision)

### Can any school take advantage of this?

In order to be a candidate for this Tier II support, your school must:

- Demonstrate consistent implementation of a Tier I program (e.g. PBIS, Relationships First)
- Have or develop a Tier II team that meets monthly and includes counselor(s); STEP staff; attendance designee; climate leadership; and an administrator
- Provide 2 hours to train staff on universal screening in the fall
- Release intervention providers to receive training in small-group interventions

### How can I learn more?

Contact Jayme Banks, Director of Trauma-Informed School Practices (Jbanks2@philasd.org.) or Abby Gray, Deputy Chief of Climate and Safety (agray2@philasd.org) for an initial conversation.

### Budget Guidance for Tier I Programming

The Office of Student Support Services works to secure grants and other funds to support the implementation of Tiers I and II by providing training and coaching. The cost estimates below represent school-level contributions for recommended programs.

- **PBIS:** There are no required expenses for PBIS. \$10,000-\$15,000/year for student incentives is very helpful, but not absolutely necessary. Schools interested in holding TIPS meetings outside the regular school day should budget for hourly staff pay.
- **Relationships First:** There is no cost to implement Relationships First. Schools interested in training staff outside the regular school day (e.g. after school or during the summer) should budget for hourly staff pay.

ALL OTHER TIER I PROGRAMS MUST BE PURCHASED AT THE SCHOOL LEVEL. APPROVED PROGRAMS FOR PURCHASE INCLUDE:

- Second Step (see pricing sheet)
- Playworks
- Leader in Me
- Responsive Classroom
- Class Dojo
- Inner Strength (Mindfulness)
- Mind-up
- Calm
- Peekapak

All other program purchases require approval of the Deputy Chief of Climate and Safety, Abby Gray (agray2@philasd.org)

**Whole-Staff Trauma Trainings:** Lakeside's introductory trauma training, Trauma 101, is available in cornerstone at no cost to schools. The following estimates are for Lakeside in-person trainings

Lakeside Training	Description	Cost
Trauma 101 (3 hours)	Nature and impacts of trauma	\$2,000
Trauma 102 (3 hours)	Classroom Strategies	\$2,000
Trauma 103 (3 hours)	Vicarious trauma	\$2,000
Brain Breaks (3 hours)	Classroom strategies	\$2,000
Trauma 105 (3 hours)	For parents and caregivers	\$2,000

***Budget Guidance for Tier II Programming***

Schools that do not have adequate staff to deliver Tier II services may wish to consider purchasing a behavioral health counselor or STEP Clinical Coordinator. In addition, schools planning to implement the supported Tier II program should budget to purchase materials for the interventions. Estimated costs are below. The Office of Student Support Services can help you select the right interventions for your school (jbanks2@philasd.org):

Intervention	Purpose	Annual Cost
Check-in, Check out	Low-intensity support for students with less severe externalizing OR internalizing behaviors	N/A
Incredible Years	Social skills, aggression	\$1,600
CBITS	Trauma (grade 4+)	\$500
Bounce Back	Trauma (K-3)	\$500
Coping Power	Aggression	\$500
Calm Cat	Anxiety/Depression	\$500

## **STAFFING GUIDELINES**

### **Identifying Transfers**

#### **Step 1:**

Principals review their 2019-20 school budgets, determine staffing needs for their schools, and identify the appointment areas where, if at all, they need to reduce or add teachers.

#### **Step 2:**

The Talent Partner Team confirms for principals the specific staff members to be transferred and the vacant positions for their schools. If there is a reduction, the least senior teacher(s) within the affected appointment area(s) will be transferred.

#### **Step 3:**

The Talent Partner Team confirms the rights to return that can be honored. *(Note: This step will occur on an ongoing basis, throughout site selection. If a right to return cannot be honored at a school at the start of site selection, the Talent Partner must continue to consider the right to return as outlined in the CBA with the PFT before filling the vacancy with other individuals.)*

#### **Step 4:**

The Talent Partner Team confirms the retentions that can be honored. *(Note: This step will occur on an ongoing basis, throughout site selection. If a retention cannot be honored at a school at the start of site selection, the Talent Partner will continue to consider the retention as outlined in the CBA with the PFT.)*

#### **Step 5:**

The Talent Specialist Team notifies force-transferred teachers of their status and invites them to apply for vacancies through the Site Selection Portal, the District's online transfer system.

#### **Step 6:**

If a position eliminated during the budget process is restored on or before July 31, the most senior appointed teacher who was transferred from the school will be restored to the position. If the teacher rescinded his or her right to return, as indicated by their signature on the site selection form, the position will be filled by the processes detailed below.

### ***Filling Vacancies***

All schools can site select teachers, counselors, and librarians. Where possible, partial positions will be combined by the Office of Talent and home schools will be identified so that identified home schools can site select for 1.0 FTE positions comprised of 2 or more partial positions. Schools can only site select for partial positions, or teachers, counselors, and librarians on long-term illness or sabbatical, after seniority movement happens. All individuals placed into positions after July 1, 2020 will be on special assignment.

The following are eligible for site selection:

- External Candidates
- Reclassified Employees (including but not limited to Teacher Residents)
- Forced Transfers
  - An appointed certified teacher who is being dropped due to enrollment
  - A teacher on special assignment whom the principal has elected to not retain for the following school year
- Voluntary Transfers
  - An appointed certified teacher who has two years of location seniority at non-Renaissance Schools



- An appointed certified teacher working in a Renaissance School who has at least one year of location seniority
  - A teacher who has been rated unsatisfactory in the current year is ineligible for voluntary transfer through site selection or other means
- Individuals Returning from Leave
- Restorations to Service
  - A former certified District teacher who has applied for and is eligible for restoration to service

The Talent Support Services Team will open site selection on April 1, 2020 for all schools. The Talent Partner Team will post vacancies on a rolling basis, as they are identified, to the vacancy list found on Talent’s website: <https://jobs.philasd.org/>.

Teachers participating in site selection must fill out the application in the Site Selection Portal, beginning on April 1, 2020.

Principals of schools with vacancies should review the pool of eligible candidates and use their site selection committee processes to interview and select candidates for their vacancies. Principals will use the Site Selection Portal and the weekly list of eligible candidates 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 Talent Partner Team on April 1, 2020. The Talent Partner Team will honor site selections on a rolling basis. Once a principal submits a site selection, the teacher accepts the position, and the Talent Partner Team honors the site selection, the teacher is no longer eligible for site selection, voluntary transfer, retention, or rights to return at other locations. The Talent Support Services Team will notify the principal and the teacher of the honored site selection no later than 24 business hours (or the next business day) after the teacher accepts the position.

Site selection for voluntary transfers closes on Sunday, May 31, 2020. Site selection for forced transfers and external hires closes on Wednesday, June 24, 2020. After Wednesday, June 24, 2020, individuals placed into a school, through forced transfer seniority picking, through voluntary transfer, or through site selection, will be on special assignment for the 2020-2021 academic year.

**Please note that teachers can move as forced transfers and voluntary transfers on June 29<sup>th</sup> and June 30<sup>th</sup> into any available teaching position. In this process, an individual may choose to return to a school from which they have been forced transferred. An individual may also choose to go to a school where they have interviewed and not been offered a position as long as a positions remains available.**

### ***Non-Teachers***

#### Identifying Transfers

##### Step 1:

Principals review their 2020--2021 school budgets, determine staffing needs for their schools, and identify where, if at all, positions must be cut. For positions that are not allocated at the school level, central office leaders within SDP will review their respective budgets, determine staffing needs for their schools, and identify where, if at all, positions must be cut.

##### Step 2:

The Talent Support Services Team confirms the specific staff members to be transferred and the vacant positions for each school. For PFT positions, the least senior individuals in given positions will be the individuals transferred first. For CASA positions, principals should identify the individuals they have determined for transfer directly to their Talent Partners at the budget table.

**Step 3:**

For PFT positions only: The Talent Partner Team confirms the rights to return that are honored. *(Note: This step will occur on an ongoing basis, throughout the hiring season. If a right to return cannot be honored at a school at the start of hiring, the Talent Partner will continue to consider the right to return as outlined in the CBA with the PFT.)*

**Step 4:**

The Talent Support Services Team notifies force-transferred/displaced individuals of their status and clarifies the process through which they can be placed into new positions. Typically, the Office of Talent Support Services aims to place all current employees into their positions for the coming year no later than June 30th of a given 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	\$14/Up to three weeks to receive results	X	X		
Criminal History Check	\$22/Immediate results	X	X		
FBI Fingerprint Clearance	\$23.85/Immediate results	X	X		
Sexual Misconduct/Abuse Disclosure Release	No cost/Up to 20 business days to receive results from previous employers	X	X		
Medical Form & TB Test	Varies (covered for individuals making less than \$40,000 annually working in appointed positions at schools)/Varies	X	X		
Transcripts	Varies/Varies	X	X		
Certification Documentation	No cost/Immediate	X	X		
W-4	N/A	X	X		
CPR/ First Aid Certification	Varies (covered for individuals making less than \$40,000 annually working in appointed positions at schools)/Varies		For specific roles	For specific roles	

### ***Appropriately State Certified 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 appropriately state certified 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 appropriately state certified requirements, contact the Certification Office at 215-400-4670 or [compliance@philasd.org](mailto:compliance@philasd.org).

If you have questions about recruiting for teachers with special or multiple certifications, please contact your Talent Partner to discuss your needs.

The Pennsylvania Department of Education also publishes Certification and Staffing Policy Guidelines, which include an explanation of what course each certification area covers: [https://www.education.pa.gov/Teachers%20-%20Administrators/Certifications/Pages/Certification-Policies-\(CSPGs\).aspx](https://www.education.pa.gov/Teachers%20-%20Administrators/Certifications/Pages/Certification-Policies-(CSPGs).aspx).

### ***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.

<b>Bilingual Designation</b>	<b>Description</b>	<b>Language Skills/Abilities:</b>
Bilingual I	Teachers with proficient oral skills and basic literacy skills in the target language.	<ul style="list-style-type: none"><li>● Speaking: Able to participate in formal and informal conversation</li><li>● Listening: Able to understand main facts and details of spoken language</li><li>● Reading: Can read and derive meaning from general texts</li><li>● Writing: Able to write short notes/letters and general texts</li></ul>
Bilingual II	Teachers with proficient oral skills and basic literacy skills in the target language.	<ul style="list-style-type: none"><li>● Speaking: Able to participate in formal and informal conversation</li><li>● Listening: Able to understand main facts and details of spoken language</li><li>● Reading: Can read and derive meaning from general texts</li><li>● Writing: Able to write short notes/letters and general texts</li></ul>

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.

### ***Staffing Guidelines for Part-Time Employees***

The below section does not pertain to Student Climate Staff. Please note, Student Climate Staff positions that are less than 5 hours per day cannot consistently work more than 22 hours a week.

Part-time employees should not work more than 25 hours per week. Schools must monitor hours for all part-time employees for the following part-time positions:

- Supportive Services Assistants

- 4-hour Food Service Workers
- Extra-Curricular (EC) positions, including interns

Employees cannot work overtime or extra-curricular hours that will make their weekly hours worked exceed 25 hours per week. Hours are tracked at the employee level, so an employee with two part-time appointments, like School Climate Staff and Supportive Services Assistants cannot exceed 25 hours per week across all positions. An exception to this rule is dually appointed positions where one of the positions is represented by District 1201, which includes bus attendants and part-time bus chauffeurs.

**APPENDIX A: AVERAGE COSTS**

**Calculation of FY21 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 budget 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 the 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 34.29% of salaries in FY20 to 34.51% of salaries in FY21. 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 42.16% of salaries for FY21, up from 41.94% in FY20.
  - Total percentage of salaries for variable rates set externally for FY21 42.16%
2. **Variable Rates (Percentage of Salaries) Set by SDP:** There are five employee benefits for which the SDP sets the rates. The cost of these five 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 five employee benefits in this category are: 1) Worker’s Compensation; 2) Termination Pay/Unused Leave; 3) Salary Continuation/Disability Insurance; 4) Sabbatical Pay; and 5) Unemployment Compensation. In total, these rates will decrease slightly from FY20 to FY21.
  - Total percentage of salaries for variable rates set by the SDP for FY21: 4.88%
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.

<b><u>Variable Benefits ( % of Salary)</u></b>	
<b>All Employees</b>	<b>2021</b>
Social Security	7.650%
PSERS	34.510%
Worker's Compensation	2.500%
Termination Pay	1.430%
Salary Continuation Insurance	0.402%
Sabbatical Leave	0.465%
Unemployment Compensation	0.088%
<b>Variable Rate</b>	<b>47.046%</b>

<b><u>Per Capita Benefits</u></b>	
<b>Philadelphia Federation of Teachers – PFT</b>	<b>2021</b>
Medical	\$10,622.64
Health & Welfare (H&W)	\$4,630.59
Legal	\$165.00
Life Insurance Premium	\$16.40
<b>Per Capita Benefits – PFT</b>	<b>\$15,434.62</b>

<b>Commonwealth Association of School Administrators - CASA</b>	<b>2021</b>
Medical	\$10,011.65
Health & Welfare (H&W)	\$4,101.59
Life Insurance Premium	\$46.25
<b>Per Capita Benefits – CASA</b>	<b>\$14,159.50</b>

<b>Non-Represented</b>	<b>2021</b>
Medical	\$7,967.75
Health & Welfare (H&W)	\$3,209.35
Life Insurance Premium	\$66.70
<b>Per Capita Benefits -- Non-Represented</b>	<b>\$11,243.80</b>

<b>School Police Association of Philadelphia - SPAP</b>	<b>2021</b>
Medical	\$9,730.74
Health & Welfare (H&W)	\$3,686.09
Life Insurance Premium	\$49.46
Legal	\$145.00
<b>Per Capital Benefits -- School Police</b>	<b>\$13,611.28</b>

<b>Local 1201/32BJ</b>	<b>2021</b>
Medical	\$14,127.60
Health & Welfare (H&W)	\$3,245.69
Life Insurance Premium	\$40.34
Legal	\$152.00
<b>Per Capita Benefits -- Local 1201/32BJ</b>	<b>\$17,565.64</b>

<b>Local 634 – Cafeteria</b>	<b>2021</b>
Medical	\$5,131.65
Health & Welfare (H&W)	\$2,047.50
Life Insurance Premium	\$42.35
Legal	\$90.00
<b>Per Capita Benefits -- Cafeteria</b>	<b>\$7,311.50</b>

<b>Local 634 - Student Climate Staff, Less than 5 Hour Positions</b>	<b>2021</b>
Health & Welfare (H&W)	\$117.60
Short Term Disability Insurance	\$135.20
Legal	\$90.00
<b>Per Capita Benefits – Student Climate Staff, Less than 5 Hours</b>	<b>\$342.80</b>

<b>Local 634 - Student Climate Staff, 5 or More Hour Positions</b>	<b>2021</b>
Medical	\$6,398.42
Health & Welfare (H&W)	\$117.60
Short Term Disability Insurance	\$135.20
Legal	\$90.00
<b>Per Capita Benefits – Student Climate Staff, 5 or More Hours</b>	<b>\$6,741.22</b>

<b>Supportive Services Assistants - Part-Time</b>	<b>2021</b>
Health & Welfare (H&W)	\$4,630.59
Legal	\$165.00
<b>Per Capita Benefits – SSAs</b>	<b>\$4,795.59</b>

PFT and SPAP employees with medical coverage contribute a percentage of their base salary toward the cost of their medical coverage. These contributions are not included in the per capita medical costs detailed above. The contributions are included in the average benefit costs included in this appendix.

Sample Calculation for the FY21 Average Cost for Teachers:

<b>Classification Group Name</b>	<b>Title Name</b>	<b>FTE</b>	<b>Salary Amount</b>	<b>Benefit Amount</b>	<b>Salary and Benefits Total</b>
Teacher	Teacher, Full Time	6,916	\$509,640,500	\$340,008,358	\$849,648,858
Teacher	Teacher, Spec Education	1,482	\$107,283,212	\$71,977,648	\$179,260,860
Teacher	Teacher, Demonstration	89	\$7,458,886	\$4,787,614	\$12,246,500
Teacher	School Counselor, 10 Months	337	\$25,684,384	\$16,957,213	\$42,641,597
Teacher	Teacher, Demonstration, Spec Ed	16	\$1,338,897	\$859,767	\$2,198,664
	<b>FY21 Projected</b>	<b>8,840</b>	<b>\$651,405,879</b>	<b>\$434,590,600</b>	<b>\$1,085,996,479</b>
	<b>Average Cost (Rounded)</b>		<b>\$73,700</b>	<b>\$49,200</b>	<b>\$122,900</b>

Position	Average Salary	Average Benefits	Total Average Salary & Benefits	Union	Starting Salary	Receive Credit for Prior Experience?	Hired / Site Selected by Principal?	Do displaced individuals working in this position obtain placement before new candidates do?	Does the principal have sign-off on who is placed into this position?
Assistant Principal	\$103,400	\$62,800	\$166,200	CASA	\$90,343	Yes	Yes, if hiring is completed by May 1, 2020.	No	Sometimes
Assistant Program Coordinator – 10 month / Community Partnerships	\$33,100	\$30,600	\$63,700	PFT	\$28,515	No	No	Yes	No
Bilingual Counseling Assistant	\$35,800	\$31,800	\$67,600	PFT	\$23,047	No	No	Yes	No
Classroom Assistant	\$28,200	\$28,400	\$56,600	PFT	\$14,716	No	No	Yes	No
Community Relations Liaison	\$39,000	\$33,300	\$72,300	PFT	\$21,351	No	No	Yes	No
Tech Support Specialist	\$60,200	\$43,00	\$103,200	PFT	\$36,358	No	No	Yes	No
Counselor, Behavioral	\$73,700	\$49,200	\$122,900	PFT	\$47,628	Yes	Yes	No	Generally, though forced transfers and voluntary transfers will be placed at the end of June.
Counselor, Guidance	\$73,700	\$49,200	\$122,900	PFT	\$47,628	Yes	Yes	No	Generally, though forced transfers and voluntary transfers will be placed at the end of June.
Farmer	\$47,100	\$37,00	\$84,100	PFT	\$30,022	No	No	Yes	No
JROTC Instructor	\$78,700	\$48,300	\$127,000	PFT	\$60,215	Yes	No	Yes	No
Librarian	\$73,700	\$49,200	\$122,900	PFT	\$46,266	Yes	Yes	No	Sometimes
Library Instructional Materials Asst	\$40,200	\$33,800	\$74,000	PFT	\$21,350	No	No	Yes	No
Nurse	\$74,900	\$49,700	\$124,600	PFT	\$46,266	Yes	No	Yes	No
Principal	\$146,100	\$82,900	\$229,000	CASA	\$130,914	Yes	N/A	N/A	N/A
Program Coordinator/Community Partnerships	\$42,000	\$31,000	\$73,000	Non-Rep	\$41,000	Yes	No	Yes	Yes



Position	Average Salary	Average Benefits	Total Average Salary & Benefits	Union	Starting Salary	Receive Credit for Prior Experience?	Hired / Site Selected by Principal?	Do displaced individuals working in this position obtain placement before new candidates do?	Does the principal have sign-off on who is placed into this position?
Psychologists	\$92,600	\$57,800	\$150,400	PFT	\$56,588	Yes	No	Yes	No
School Climate Liaison	\$45,500	\$36,300	\$81,800	PFT	\$42,099	No	No	Yes	No
School Climate Manager	\$75,600	\$49,700	\$125,300	CASA	\$65,501	No	Yes, if hiring is completed by May 1, 2020.	No	Sometimes
Climate Support Specialist	\$31,200	\$29,700	\$60,900	PFT	\$21,010	No	No	Yes	No
School Improvement Support Liaison	\$45,500	\$36,200	\$81,700	PFT	\$26,079	No	No	Yes	No
School Operations Officer	\$51,400	\$38,900	\$90,300	PFT	\$33,595	No	No	Yes	No
School Police Officer, 10 Month	\$39,000	\$31,500	\$70,500	SPO	\$28,946	No	No	Yes	No
Secretary, 10 Month	\$36,300	\$32,000	\$68,300	PFT	\$23,642	No	No	Yes	No
Secretary III, 10 Month	\$42,400	\$34,800	\$77,200	PFT	\$27,980	No	No	Yes	No
Special Education Assistants	\$28,200	\$28,400	\$56,600	PFT	\$19,731	No	No	Yes	No
Special Education Teachers	\$73,700	\$49,200	\$122,900	PFT	\$47,117	Yes	Yes	No	Generally, though forced transfers and voluntary transfers will be placed at the end of June.
STEP: Clinical Social Work Coordinator	\$71,900	\$45,100	\$117,000	Non-Rep	\$65,314	Yes	Principal Interviews for the Position, offer comes from Allaire.	No	Yes
STEP: School Behavioral Consultant	\$59,700	\$39,300	\$99,000	Non-Rep	\$55,000	Yes	Principal Interviews for the Position, offer comes from Allaire	No	Yes

Position	Average Salary	Average Benefits	Total Average Salary & Benefits	Union	Starting Salary	Receive Credit for Prior Experience?	Hired / Site Selected by Principal?	Do displaced individuals working in this position obtain placement before new candidates do?	Does the principal have sign-off on who is placed into this position?
STEP: Case Manager	\$51,500	\$35,500	\$87,000	Non-Rep	\$49,041	Yes	Principal Interviews for the Position, offer comes from Allaire.	No	Yes
STEP: Family Peer Specialist	\$33,800	\$27,100	\$60,900	Non-Rep	\$30,000	Yes	Principal Interviews for the Position, offer comes from Allaire.	No	Yes
Student Climate Staff - 3 Hrs	\$8,800	\$4,400	\$13,200	634	\$8,862	No	No	Yes	No
Student Climate Staff - 3.5 Hrs	\$10,000	\$5,000	\$15,000	634	\$10,339	No	No	Yes	No
Student Climate Staff - 4 Hrs	\$11,600	\$5,800	\$17,400	634	\$11,816	No	No	Yes	No
Student Climate Staff - 5 Hrs	\$14,600	\$13,600	\$28,200	634	\$14,770	No	No	Yes	No
Student climate Staff - 6 Hrs	\$17,500	\$15,000	\$32,500	634	\$17,724	No	No	Yes	No
Support Services Assist - 3 Hrs	\$9,300	\$9,200	\$18,500	PFT	\$9,283	No	No	Yes	No
Support Services Assist - 4 Hrs	\$12,400	\$10,600	\$23,000	PFT	\$12,378	No	No	Yes	No
Teacher, FTE	\$73,700	\$49,200	\$122,900	PFT	\$46,266	Yes	Yes	No	Generally, though forced transfers and voluntary transfers will be placed at the end of June.
Teacher, Partial	TBD based on numbers above	TBD based on numbers above	TBD based on numbers above	PFT	Partial Equivalent * \$48,300=	Yes	No	Yes	Only after forced transfer and voluntary transfer movement concludes in June.

## **APPENDIX B: CONTACT INFORMATION**

### **Athletics**

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