



THE SCHOOL DISTRICT OF
PHILADELPHIA



GUIDE TO SCHOOL BUDGETS 2021-2022

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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 guidelines for school planning and staffing. 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 funding and personnel in accordance with the resources outlined in this guide. In order to provide educators with the ability to align resources with students' needs, principals have the autonomy to allocate their budgets in accordance with their schoolwide plan, after purchasing the mandatory items discussed in this Guide. Centrally allocated positions and resources (e.g., special education and multilingual teachers) may not be reallocated for other purposes.

NEW FOR SCHOOL YEAR 2021-2022

Below are key updates for the 2021-22 school budgeting process.

Budget Allocations:

- Operating budget student to personnel ratios are reduced for assistant principals and counselors to provide additional support to schools. Please see the table in the 'Basic Operating Budgets' section for additional information.
- Per pupil discretionary funding is increased by over nine million dollars for all schools, based on the following increases:
 - Model & Reinforce is increased to \$175 per pupil from \$140 per pupil
 - Watch & Intervene is increased to \$275 per pupil from \$165 per pupil
- The art and music per pupil funds are increased from \$10 per elementary school student to \$15 per elementary school student.
- The art and music per pupil funds have increased flexibility for the 2021-22 school year and can be used for art, music, dance, and/or theater. These funds can be used to provide materials, supplies, equipment, and support, including extra-curricular pay, for classrooms and programs led by certified visual art, music, dance, and/or theater educators. Please see the 'Basic Operating Budgets' section for additional information.
- The total Title I Poverty Tier dollar allocation increased by 16 percent for all schools overall. Each school's change in allocation from year to year depends on several factors: change in total enrollment; change in the percentage of students in poverty; and the potential change in a school's Poverty Tier. Therefore, a school's Poverty Tier allocation amount compared to the prior year will likely be higher or lower than the 16 percent Districtwide. In school year 2021-22, no school will receive a Title I allocation that is less than 95 percent of the amount they received in school year 2020-21, excluding central office push-ins.
- Prep for Kindergarten teachers is budgeted on grants, instead of operating, for the 2021-22 school year.
- Please note that the above adjustments are being made for the school year 2021-22 with the understanding that next year will be an extraordinary year with uncertainty around enrollment and recognition that every school is dealing with unique conditions to support. The impact will be evaluated and reviewed for decisions about future funding.

Staffing:

- *Partial positions:* Partial teacher positions cannot be combined for the purpose of spring site selection. Individuals can be retained into partial positions year over year at their home schools. Individuals can be retained at multiple schools, though the home school has rights to the individual retained. For partial positions that are vacant at the beginning of the assignment and transfer period (March 29, 2021), they will first be made available to teacher candidates during seniority movement on June 22-23, 2021. If a partial position is vacant at the conclusion of site selection, it can be listed for external hires and can be filled

through site selection effective July 5, 2021. If an individual is hired into a partial position for site selection between July 5, 2021 and leveling, they may be over-appointed at their school until leveling. During leveling, those individuals will need to identify additional placements to create a full-time position. If a partial position is hired after leveling but before March 1, 2022, the Office of Talent will work to match that partial position with another position to create as close to a full-time role as possible, while still honoring the site selection completed by the school.

- *Assistant Principals and Climate Managers:* Principals will not be able to hire individuals not currently working as Assistant Principals or Climate Managers into Assistant Principal or Climate Manager roles until all Assistant Principals and Climate Managers on Special Assignment have secured placement into non-Special Assignment positions.
- *Student Climate Staff:* During the first week in March, Talent will [collect information](#) regarding SCS members' interest in five and six hour positions. Once notifications are sent, principals will be asked to make sure that they inform their SCS members of the survey. Once interest is known, Principals should consider these requests and determine if the interested individuals are suited for these positions. Principals can interview employees or base decisions on documented records of work performance. Principals should work directly with their talent partners to finalize placements.

SCHOOL-MANAGED BUDGETS

Basic Operating Budgets

Basic operating budgets provide schools with their core funding to provide services to students. Principals have autonomy to use the funding as they see best fits their school plan, once all mandatory purchases are completed. Mandatory purchases include: a principal, enrollment driven teachers, a counselor, a secretary, summer reorganization, art and music allotment, a neighborhood high school assistant principal, and extra-curricular for elementary schools.

Budget Allocation Formulas

Position/ Resource	Allocation Method						
Teachers	Schools are allotted the number of general education teachers to meet suggested class size maximums 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. Suggested class size maximums 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 and prep will be funded by Title I and Ready to Learn in FY22.						
Principal	One principal per school						
Assistant Principals	In addition to the formula below, all neighborhood high schools are provided one assistant principal to support ninth grade. The allocation may be provided on grants for some schools. This assistant principal cannot be reallocated for another purpose. 0-649 students: No assistant principal 650-1,299 students: One assistant principal 1,300-1,949 students: Two assistant principals 1,950-2,599 students: Three assistant principals 2,600-3,249 students: Four assistant principals Over 3,249 students: Five assistant principals						
Counselors	All schools are provided at least one counselor. 0-799 students: One counselor 800-1,499 students: Two counselors 1,500-2,199 students: Three counselors 2,200-2,899 students: Four counselors Over 2,899 students: Five counselors						
Secretaries	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						
Student Climate Support (3 hour)	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						
\$100 Allotment	\$100 per teacher and counselor						
Summer Reorganization	Schools must pay staff for a specific number of days of Summer Registration/Reorganization. ¹ <table> <tr> <td><u>Elementary Schools</u></td> <td><u>Middle and High Schools</u></td> </tr> <tr> <td>10 days for secretaries (daily rate = \$165.82)</td> <td>10 days for secretaries (daily rate = \$165.82)</td> </tr> <tr> <td>2 days for scheduler (daily rate = \$345.95)</td> <td>10 days for roster chair (daily rate = \$345.95)</td> </tr> </table>	<u>Elementary Schools</u>	<u>Middle and High Schools</u>	10 days for secretaries (daily rate = \$165.82)	10 days for secretaries (daily rate = \$165.82)	2 days for scheduler (daily rate = \$345.95)	10 days for roster chair (daily rate = \$345.95)
<u>Elementary Schools</u>	<u>Middle and High Schools</u>						
10 days for secretaries (daily rate = \$165.82)	10 days for secretaries (daily rate = \$165.82)						
2 days for scheduler (daily rate = \$345.95)	10 days for roster chair (daily rate = \$345.95)						
Discretionary Funds	\$175 per student for schools identified as Model or Reinforce according to SDP's School Progress Report \$275 per student for schools identified as Watch or Intervene according to SDP's School Progress Report These funds may be used for staff, supplies, textbooks, computers, extra-curricular activities, parent outreach, etc.						

¹ 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.

Position/ Resource	Allocation Method
Extra-Curricular	120 hours per Elementary School (\$7,052 per Elementary School)
Small Schools	Schools with enrollment less than 325 students receive an additional \$50,000
Art/Music/ Dance/Theater	\$15 per pupil for Elementary and Middle Schools, \$20 per pupil for High Schools and CTE schools Arts programs: \$50,000 for schools with designated arts programs
International Baccalaureate (IB)	Schools with IB programs receive an additional 1.6 teachers

The table below details formulas for determining enrollment driven teacher and enrollment driven prep allocations.

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

	School A	School B	School C	School D	School E	School F	School G
	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
Enrollment	262	804	592	244	1,115	1,696	737
General Ed Teachers	12.2 (excludes 1 Kind. Teacher & 0.2. Prep in grants)	31.2 (excludes 3 Kind. Teachers & 0.6 Prep in grants)	26.4	10.2	45.2	67.0	36.2
Principal	1	1	1	1	1	1	1
Assistant Principals	0 (enrollment <650)	1 (enrollment > 650)	0 (enrollment <650)	0 enrollment <650)	1 (enrollment > 650)	2 (enrollment between 1,300 & 1,949)	1 (enrollment >650)
Counselors	1 (enrollment <800)	2 (enrollment between 800 & 1,499)	1 (enrollment <800)	1 (enrollment <800)	2 (enrollment between 800 & 1,499)	3 (enrollment between 1,500 & 2,199)	1 (enrollment <800)
Secretaries	1 (enrollment <1,150)	1 (enrollment <1,150)	1 (enrollment <1,150)	1 (enrollment <1,150)	1 (enrollment <1,150)	2 (enrollment between 1,150 & 2,249)	1 (enrollment <1,150)
Student Climate Staff	3 (enrollment <449)	6 (enrollment between 750 & 949)	4 (enrollment between 450 & 599)	3 (enrollment <450)	7 (enrollment between 950 & 1,249)	10 (enrollment between 1,600 & 1,999)	5 (enrollment between 600 & 749)
\$100 Teacher & Counselor Allotment	\$1,320 (\$100 x 13.2 teachers & counselors)	\$3,320 (\$100 x 33.2 teachers & counselors)	\$2,740 (\$100 x 27.4 teachers & counselors)	\$1,120 (\$100 x 11.2 teachers & counselors)	\$4,720 (\$100 x 47.2 teachers & counselors)	\$7,000 (\$100 x 70.0 teachers & counselors)	\$3,720 (\$100 x 37.2 teachers & counselors)
Summer Reorganization	Secretary: 10 days Roster Chair: 2 days	Secretary: 10 days Roster Chair: 2 days	Secretary: 10 days Roster Chair: 10 days	Secretary: 10 days Roster Chair: 10 days	Secretary: 10 days Roster Chair: 10 days	Secretary: 10 days Roster Chair: 10 days	Secretary: 10 days Roster Chair: 10 days
Discretionary Funds	\$72,050 (\$275 x 262 students)	\$140,700 (\$175 x 804 students)	\$162,800 (\$275 x 592 students)	\$67,100 (\$275 x 244 students)	\$195,125 (\$175 x 1,115 students)	\$466,400 (\$275 x 1,696 students)	\$202,675 (\$275 x 737 students)
Art Supplies	\$3,930 (\$15 x 262 students)	\$12,060 (\$15 x 804 students)	\$8,880 (\$15 x 592 students)	\$4,880 (\$20 x 244 students)	\$22,300 (\$20 x 1,115 students)	\$33,920 (\$20 x 1,696 students)	\$14,740 (\$20 x 737 students)
Extra-Curricular	\$7,052	\$7,052	\$0	\$0	\$0	\$0	\$0
Small Schools	\$50,000 (enrollment <325)	\$0	\$0	\$50,000 (enrollment <325)	\$0	\$0	\$0
Total Basic Operating	\$2,141,316	\$4,900,596	\$3,988,464	\$1,882,144	\$6,741,489	\$10,180,109	\$5,452,879

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

Arts/Music/Dance/Theater Per Pupil Funding

Funds are allocated per student to support materials and program expenses needed for classes and programs led by certified arts educators including visual art, music, dance, and theater. The allocation is as follows:

- Elementary & Middle Schools: \$15 per student x total school enrollment
- High Schools & CTE Schools: \$20 per student x total school enrollment

These funds must be used to provide materials, supplies, equipment, and support, including extra-curricular pay, for classrooms and programs led by certified visual art, music, dance, and/or theater educators. Funds may be used to purchase supplies for arts clubs run by District certified visual arts, music, theater, and dance teachers. Funds can not be used for after school programs by outside organizations.

Funds should support certified arts courses and programs, not humanities classes, in the suggested order:

1. Consumable goods (greatest replenishment need)
2. Equipment/technology/specialized furniture items for all arts classrooms and performance/exhibition spaces
3. Extra-curricular pay for visual art, music, dance, and/or theater educators

A detailed list of recommended supplies can be found here:

<https://drive.google.com/file/d/1mLTkaqLH9yD1g5bS5nz-ITIEPOLnHKFi/view>

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 Commonwealth Association of School Administrators (CASA) positions. SDP currently has 14 Special Assignment Assistant Principals and anticipates that additional Assistant Principals may be displaced during the budgeting process. SDP has committed to placing all Special Assignment and Displaced Assistant Principals before hiring any individuals not currently working in those positions. Starting March 29, 2021, Principals can begin hiring Assistant Principals from the Displaced and Special Assignment pool. (They may also hire individuals from other schools who are currently working as Assistant Principals until May 28, 2021.) Once those Assistant Principals are placed, Principals will have the opportunity to hire individuals who are not currently Assistant Principals into Assistant Principal positions.

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.

Climate Support Specialist

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 forced 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.

Community Relations Liaison

Community Relations Liaisons are not eligible for site selection.

Computer Support Specialist

In partnership with Communities in Schools of Philadelphia, the District's Urban Technology Project (UTP) has deployed over 300 Computer Support Specialists (CSS) to provide valuable tech support to schools across the district. UTP hires and prepares young adults for careers in Information Technology through hands-on work experience, mentorship, and training.

The CSS will work alongside the school team to provide immediate, on-site technical support for laptops, smartboards, mobile devices, and chromebook repairs. Additionally, the CSS will maintain a school's computer labs and inventory, update its website and social media, and provide on-site tech support for teachers and administrators. The cost of a full-time CSS is \$45,000. A part-time CSS 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 2021-2022 school year, contact 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". All schools must have a counselor position that is designated for "guidance". A subset of designated CSI schools are required to have at least one behavioral health counselor in their buildings. 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, the specialty (Strategic 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.

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.

Identified, displaced Program Coordinators would receive notification that they are to be laid off effective June 15, 2021 if they do not secure a new position within SDP.

School Climate Liaison

School Climate 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 School Climate Liaison position is not selected by a forced 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 Manager

Climate Manager positions are CASA positions. SDP currently has 5 Special Assignment Climate Managers and anticipates that additional Climate Managers may be displaced during the budgeting process. SDP has committed to placing all Special Assignment and Displaced Climate Managers before hiring any individuals not currently working in those positions. Starting March 29, 2021, Principals can begin hiring Climate Managers from the Displaced and Special Assignment pool. (They may also hire individuals from other schools who are currently working as Climate Managers until May 28, 2021.) Once all those Climate Managers are placed, principals will have the opportunity to hire individuals who are not currently Climate Managers into Climate Manager positions.

School Improvement Support Liaisons

School Improvement 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 School Improvement Support 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.

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. Please note that SDP has a number of individuals paid as Secretary IIIs working as Secretary Is. If a principal chooses a Secretary III position at the budget table, the position will almost certainly be filled by an internal transfer.

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. Individuals placed into these positions will be assigned by the Office of Talent. Special Education Assistant movement will happen in or after August. Forced transfers and voluntary transfers are moved first. After that movement concludes, new hires identified after the session are placed.

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 the STEP Director and her team. The STEP Director will not place someone into a building without the sign-off of the impacted principal.

Identified, displaced STEP workers would receive notification that they are to be laid off effective June 15, 2021 if they do not secure a new position within SDP.

Student Climate Staff (SCS)

Principals are able to purchase student climate staff positions for 3, 3.5, 4, 5, and/or 6 hours.

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. As stated above in the "New for 2021-22 School Year" section, during the first week in

March, Talent will [collect information](#) regarding SCS members' interest in 5 and 6 hour positions. Principals can then determine who moves into vacant 5 and 6 hour positions from their current staff members using this information collected regarding individual interest and information regarding work performance.

Supportive Services Assistants

Supportive Service Assistant 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.

Teachers

Teacher positions are eligible for spring site selection between March 29, 2021 and June 17, 2021. Seniority movement will happen on June 22-23, 2021. Teacher positions are eligible for site selection for special assignment effective July 5, 2021.

Contracted Teachers and Contracted Programs

- No positions at the budget table for any school should be designated for contracted programs nor contracted teachers.
- All principals will work to site select for all teacher vacancies until [June 17, 2021](#). The only applicants to be considered during this time will be those individuals who are seeking employment within The School District of Philadelphia.
- Effective July 5, 2021, the Office of Talent will work to share both candidates interested in SDP employment and candidates from contractors for special education teacher positions with our school leaders.
- The Office of Talent will ensure all principals interview and sign-off on any teaching candidate (contracted or otherwise) before a candidate begins at the school.
- Contractors for teachers, related service providers, and classroom assistant positions will only be considered if and when the Office of Talent and the Office of Academic Support teams determine that this strategy will support the effective delivery of instruction / services to students.

Academic Teacher Leader

Some schools are required to purchase an Academic Teacher Leader. Other schools may choose to purchase an Academic 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 Academic Teacher Leader 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.

Partial Teacher Positions

Partial teacher positions cannot be combined for the purpose of spring site selection. Individuals can be retained into partial positions year over year. For partial positions that are vacant at the beginning of the assignment and transfer period (March 29, 2021), they will first be made available to teacher candidates during seniority movement on June 22-23, 2021. If a partial position is vacant at the conclusion of site selection, it can be listed for external hires and can be filled through site selection effective July 5, 2021. If an individual is hired into a partial position for site selection between July 5, 2021 and leveling, they may be over-appointed at their school until leveling. During leveling, those individuals will need to identify additional placements to create a full-time position. If a partial position is hired after leveling but before March 1, 2022, the Office of Talent will work to match that partial position with another position to create as close to a full-time role as possible, while still honoring the site selection completed by the school.

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. Contracted Special Education Teachers are not eligible for the SPCM position within our schools. If all appointed Special Education teachers who are SDP employees are not willing nor interested in being SPCMs, the school may identify an SDP teacher who is certified in Special Education but working in another area of appointment.

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 2021-22 school year are subject to change as adjustments may be made in the fall when actual school enrollments are determined.

Acceleration Network

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 interscholastic athletic programs by providing administrative and financial support to 54 high schools that participate in our Philadelphia Public League and schools that host grades 6, 7, and 8 in our Middle Grades Conference. Athletics has a \$9.5 million budget, which is allocated specifically to provide the necessary athletic supplies and equipment, uniforms, transportation, lodging and travel to/from athletic events, and the necessary personnel, contracts, and facilities to host athletic programs. The majority of centralized funding is allocated for the extra-curricular salaries and benefits of athletic directors, coaches, and sport chairpersons. Additionally, the Division of Athletics provides ongoing support to schools that express the need for additional equipment and supplies due to the use, damage, theft, as well as the addition of new programs. These needs are assessed and approved by the Executive Director.

The remainder of funding not directly allocated to school-based EC positions is distributed as follows:

- Approximately \$600,000 for game officials assignment and payments in accordance with the Pennsylvania Interscholastic Athletic Association (PIAA), in order to maintain eligibility and compliance requirements.
- Approximately \$455,000 for athletic trainers to cover all athletic events, ensuring the safety of all student athletes.
- Approximately \$350,000 for transportation services to and from athletic events.
- Approximately \$150,000 for school police assignments for athletic events, to ensure the safety of athletes, officials, and others in attendance.
- Approximately \$100,000 in discretionary funding (as needed), used to maintain the infrastructural integrity of the District's four athletic supersites, athletic field complexes, and gymnasiums.
- Approximately \$62,500 for contracts for the use of outside facilities for championship competitions.
- Approximately \$50,000 for use of School District facilities.

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 two components: (1) Document Language (language spoken by the parent/guardian) according to the SIS for each school and (2) the number of BCAs available per language.

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.

Changing a school's BCA schedule – School Principals can request a change in the day(s) of the week that their BCA visits their school. There is no guarantee that a request can be honored since it depends on another Principal(s) agreeing to change his or her day(s).

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. Principals may apply to the CTE Office to be considered for new programs to be opened at their school. Opportunities for requesting new programs are announced in late fall each year with applications due by the end of January. Principals who wish to close any CTE programs at their school must first

receive approval from the CTE Office and the Office of Academic Supports. Principals who are considering this action must first notify the CTE Office so a review and evaluation of the requests can be initiated.

The CTE Office allocates resources to Pennsylvania Department of Education (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 each year. 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 th – 125	\$24	\$3,000	\$8,400
	11 th – 115		\$2,760	
	12 th – 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 (2) year period to support the opening of new CTE programs at the school.

CTE teacher positions are eligible for site selection. The Office of Career and Technical Education must also review potential teacher candidates to determine their eligibility. Non-CTE teacher positions are not eligible for site selection. Individuals placed into these positions will be assigned by the Office of Talent.

Credit Recovery

In support of Priority II, that 100% of students will graduate college and career ready, the District purchases licenses centrally for the Credit Recovery Provider, the approved program for credit recovery. Schools will not need to purchase these licenses for credit recovery with school-based funds. The allocation of licenses are loaded centrally. It is important to note that students who are rostered for credit recovery will need to be assigned to a teacher who has appropriate certification for the subject area.

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 N/A. ELs identified as N/A were provisionally screened due to school closures. Provisionally screened students will be formally screened when buildings reopen.

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 (OMCP) 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 Executive Director of Multilingual Curriculum and Programs, Dr. Miulcaeli Batista (mbatista@philasd.org).

Itinerant teacher allotment cannot be paired with a school purchase. For FTE allotments paired with OMCP allocations, we strongly encourage schools to honor these pairing in the fall during leveling to ensure that central office partial allotments amount to whole positions.

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.

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 Office of Postsecondary Readiness 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 9 District high schools including the District's designated military academy high school, the Philadelphia Military Academy. Cognia 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

The allocation of Certified School Nurses (CSNs) to schools is based on a multitude of factors. These include, but are not limited to:

1. The school's enrollment
2. The daily medical needs of students
3. The medical acuity of the school's student population

The CSN is the only licensed medical personnel in a school setting that can carry a medical caseload of students as per Pennsylvania School Code. The CSN is a registered nurse (RN) with a Bachelor of Science in Nursing, who has attended and completed an accredited School Nurse Certification program.

CSNs perform state mandated screenings of vision, hearing, growth, and scoliosis. They also provide first aid, maintain immunization compliance, complete medicine administration and treatments prescribed by the student's primary care physician, provide wellness information to staff and students, document all interactions as per district policy and procedure. CSNs are also the case managers of 504's with a medical diagnosis and participate with the Individualized Education Program (IEP) school teams as needed.

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.

Pre-Kindergarten Programs (PreK)

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 2020-21, 66 District buildings hosted PreK programs. These programs are staffed with one certified lead teacher and one qualified teacher assistant for each PreK 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 eligible for special education supports and services and students receiving specially designed instruction as part of their Individualized Education Plan. In addition, they provide support and consultation to evaluation and Multi-Tiered System of Supports (MTSS) teams, school administrators, individual teachers, related service providers, families and students. These support and consultation services are intended to support efforts to accommodate student needs in the least restrictive educational environment, and assist teachers with ensuring the progress of all students.

School psychologists are assigned to schools based on overall student needs, the percentage of students identified as eligible for special education supports and services, and the number of students demonstrating a need for supportive interventions through the MTSS process. Assignments take into consideration District-wide needs, such as the need to evaluate students transitioning into District Kindergarten from Early Intervention services, and assessments of students placed in out-of-district settings, including private and approved private schools, mental health facilities, and residential treatment facilities. With respect to re-evaluation needs, attention is given to the complexity of those needs in assigning school psychologists to schools. For example, a school with multiple Life Skills Support and Multiple Disability Support classes or a school with a large caseload of initial referrals (following appropriate MTSS process) is likely to receive greater school psychology 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 throughout the school year.

School Safety Officers

School Safety Officers are allocated to schools by the Office of School Safety. The number of School Safety 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 schools most affected by the opioid crisis have a minimum of one School Safety Officer. Elementary schools are provided a maximum of one School Safety Officer, except where student body size or other considerations require additional support. Adjustments are also given for other factors, including but not limited to, 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 support. Staffing levels, operational needs, or growing safety concerns at particular schools may result in adjustments to the number of School Safety personnel allocated throughout the year.

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

Special Education

Special education teachers are allocated to schools based on the following factors: the number of students who receive special education supports and services enrolled at the school, the type of special education program or supports and services the enrolled students receive, the age range of students enrolled in the programs, and the level of special education service provided to the students. A student's "level of service" is determined by the amount of direct special education support and service minutes provided by a certified special education teacher/related service provider as delineated by the student's IEP. There are three levels of service as defined by law 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).

The regulations specify the maximum number of students on a special education teacher's caseload for caseload/case management purposes which cannot exceed a Full Time Equivalency (FTE) of 1.0. The regulation factors for determining IEP caseload/case management include the level of service, type of program, and student age range. It is possible for a special education teacher/case manager teacher to have students on his/her caseload in 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 physical classroom space 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 adult to student ratios. Special Education Classroom Assistants may be allocated to these classes based on enrollment to support special education classroom teachers and the intensive programming needs of particular 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 supports and services. Principals serve as the Local Educational Agency (LEA) representative for District buildings.

Type of Service	Itinerant	Supplemental	Full-time
Learning Support	50	20	12
Life Skills Support	20	20	12 Elementary, 15 Secondary
Emotional Support	50	20	12
Hearing Impaired Support	50	15	8
Visually Impaired Support	50	15	12
Speech and Language Support	65		8
Physical Support	50	15	12
Autistic Support	12	8	8
Multiple Disabilities Support	12	8	8

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 the Office of Employee and Labor Relations, and if necessary, are reviewed by a doctor. Requests are considered on a case-by-case basis. Allocations for the 2021-22 school year will be made as requests are received and approved.

GRANTS

The District will continue with spending flexibility in the 2021-22 school year for Title I funds and those schools (CSI designated) 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 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 2021-22 School Year. 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 being reduced by more than 5% between the 2020-21 and 2021-22 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 position 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.

Extra-curricular (EC) / Professional Development (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 annual certifications, competitive purchasing, meal restrictions, etc.). It should be noted that, the same as last year, approximately 36 schools in the 2021-22 school year will have the federal documentation requirements for supplemental pay (PD/EC) apply to Operating funds as well.

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 2021-2022 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

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 \$10 per parent for breakfast; \$12 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/PD) 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; Parent and Family Engagement Policy and/or Compact; understanding the budget

Professional Development – No Minimum Set-Aside Required

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, NCTE² 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
- Mindfulness programs approved by the Office of Climate and Safety

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

- 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%	\$1,265
2	78.60% - 84.04%	\$1,005
3	71.94% - 78.59%	\$805
4	60.30% - 71.93%	\$645
5	15.83% - 60.29%	\$515

- 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.
- 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.
- A "Hold Harmless" provision is in effect that precludes a school Poverty Tier dollar allocation resulting from the factors cited above, from dropping more than 5% between the 2020-21 and 2021-22 school years. It's important to note that the Hold Harmless provision is a stand-alone calculation that compares the Poverty Tier calculation between two years. The Hold Harmless calculation does not include funds previously received as "push-ins" that may be eliminated from one year to the next.

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. The amount received by each CSI school each year 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 from the SIG grant. 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.

The Must Have SIG purchase requirements in the 2020-21 school year will need to be maintained in the 2021-22 school year unless a change is approved by the Assistant Superintendent and the applicable Chief. Discretionary purchases using SIG can be modified by agreement with the Assistant Superintendent. Changes to either Must Have or discretionary SIG purchases must be consistent with the School Wide Plan.

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 2021-22 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.
 - 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.

SCHOOL PLANNING AND BUDGETING GUIDELINES

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 activities and targeted student groups 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.

Academic

What are the foundational components, personnel, and approaches?

- The focus for the 2021-2022 school year is the training for professional learning and implementation of English Language Arts (ELA) K-3 and Math 4-12 curriculum units aligned to the Frameworks (as well as writing of curriculum ELA 4-12, Math K-3).
- The District is authorizing the consistent use of current core materials, with supplemental resources where needed during the 2021-2022 school year.
 - The effective implementation of the frameworks are highly contingent upon the consistent 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 2021-2022.
 - Saxon Phonics, the District purchased phonics resource, will be provided/refreshed during the summer of 2021 for all elementary schools.
- The District will administer consistent assessments across all schools and grades for the 2021-2022 school year.
 - The expected participation rate in core assessments will be 95%.

Online Adaptive Learning Programs to Support MTSS

- For the 2021-2022 school year only, the Academic Office is centrally purchasing online adaptive learning programs/interventions for schools. This centralized purchase does not include any other supplemental materials.
- The centralized purchase will support ELA and Math interventions by school need, supporting student data, and MTSS tiers of intervention.
- We will confer with school teams to determine the online adaptive learning programs/interventions, most appropriate for students' academic improvement.
- Interventions are designed for use by targeted groups of students 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.

- The list of approved online adaptive resources that will be available in May 2021.
- Please see the section below titled ‘Purchasing Guidelines for Instructional Digital Resources for School Leaders’ for additional information.

Academic Contract Approval

- Contracts regarding instructional support, college and career readiness, and instructional materials/services require pre-approval from the Chief of Academic Supports.
- Professional services, purchased by schools via a Limited Contract Agreement ([LCA- guidance memo](#)) 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, Early Literacy Specialist, etc.). There will be a reduction in Early Literacy Specialist Support and Literacy Lead positions will not be funded centrally in school year 2021-222. There will be 10 Professional Learning specialists (1 for each K-8 LNs) that will support the continued implementation of the ELA Framework and the curriculum units.
 - 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.

Student Support Services

Considerations & Prerequisites

- Community Behavioral Health (CBH), a City Department, is providing all schools with behavioral health support in 2021-2022. 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 and HeadSpace.
- 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.

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.

School-level staff costs (e.g., STEP, counselors; summer or after-school hourly pay for teachers) are not reported here; please refer to the 2021-2022 Budget Book.

- **School-wide Social-Emotional Learning:** There is no cost to implement School-wide Social-Emotional Learning. Schools should consider the cost to pay staff for summer PDs. See approved [FREE SEL curricula here](#).
- **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 meetings outside the regular school day should budget for hourly staff pay.
- **PBIS Rewards:** Schools may also choose to use *PBIS Rewards*, a software program to support their use of behavior reinforcers and incentives. The annual cost per school is: a \$500 site license and \$1.95 per student. Optional costs include: PBIS Rewards student IDs with embedded QR codes for use with an App at \$1.00 per student and \$25 for packs of 100 lanyards. The Office of School Climate and Culture manages this contract and can assist you. Schools interested in PBIS Rewards should complete [this form](#). Contact Director of PBIS Steven Rufe srufe@philasd.org
- **Relationships First:** There is no cost to implement Relationships First. Schools may benefit from a day of startup training in the summer. We recommend budgeting for hourly staff pay for this purpose. However, this is optional. Contact Director of Restorative Programming Josh Staub jstaub@philasd.org
- **Incentives:** Schools should consider budgeting for various attendance and behavior incentives throughout the year.

All other Tier I programs must be purchased at the school level. Approved programs for purchase include:

- [Second Step](#)
- [Playworks](#)
- Leader in Me
- Responsive Classroom
- Class Dojo
- Inner Strength (Mindfulness)
- Mind-up
- Calm
- Headspace (free for Teachers)

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)	Introduction to Trauma Informed Care Lakeside 101 description	\$2,000
Trauma 102 (3 hours)	Basic Skills of Trauma-Informed Care Lakeside 102 description	\$2,000
Trauma 103 (2 hours)	Recognizing Vicarious and Secondary Trauma in Professionals Lakeside 103 description	\$2,000
Trauma 105 (2 hours)	Introduction to Trauma for Parents/Caregivers Lakeside 105 description	\$2,000
Trauma 107 (2 hours)	Trauma Informed Cultural Sensitivity: Enhancing cultural competence and encouraging cultural humility are essential to increasing access and improving the standard of care for traumatized children, families, and communities. Cultural awareness, responsiveness and understanding need to be infused at every level to be effective in addressing the needs of those who have experienced trauma. With both presentation and group interaction,	\$2,000

	participants will identify forces that contribute to behaviors that build or decrease emotional health in individuals and systems.	
Trauma 108 (2 hours)	<p>Trauma & Racism</p> <p>Trauma and Racism:</p> <p>This workshop provides information the subject of racism with a focus on:</p> <ul style="list-style-type: none"> • Defining basic aspects and components of racism, historic racism and researcher bias • Implicit Bias and the Neuroscience of Bias • White Privilege, Colorism and Microaggressions • The Intersection of Trauma and Racism • Reasons to have Hope including Theory of Change, Social Movement and Tipping Point • R.C. of Racial Reconciliation • Constructive, Critical and Courageous Conversations • The Myth of Race <p>Additionally, time will be spent integrating trauma principles to highlight the profound impact of racism while offering ideas with regard to the responsibilities of white and BIPOC to actively promote anti-racism and socially equality.</p> <p>There are opportunities for individual reflection and constructive conversations among participants to allow consideration of action steps to take as individuals, communities and a society to challenge and change attitudes, beliefs and behaviors around race.</p>	\$2,000
NeuroLogic	<p>Lakeside's NeuroLogic® Initiative provides training and support to schools and school personnel through two unique modes. Our learning management system provides the flexibility for a district to decide who exactly they want to receive the training, and then to fit the training into a schedule that works for them. Our live training provides the opportunity to deliver the intensive to a large group, while customizing it to the unique needs of your school or district. Both modes begin with an initial intensive covering the content listed below. After experiencing the intensive training, schools find it very advantageous to follow up with coaching to help staff members implement strategies they have learned during this training. Additional Information:</p> <p>NeuroLogic</p>	\$11,000

Note: Trauma 101 & 102 must be taken in order.

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
CBITS	<p>Trauma (grade 4+)</p> <p>The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) is a skill-based, group intervention for students from the 5th - 12th grades, that is aimed at relieving symptoms of Post Traumatic Stress Disorder (PTSD), depression, and general anxiety among children exposed to trauma</p>	\$500
Bounce Back	<p>Trauma (K-3)</p> <p>Bounce Back is a skill-based, group intervention that is aimed at relieving symptoms of Post Traumatic Stress Disorder (PTSD), anxiety, and depression among elementary aged (K-5th grade) children exposed to trauma.</p>	\$500

Coping Power	Aggression	\$500
Calm Cat	Anxiety/Depression	\$0

Scheduling Handbook

Below are links to the scheduling handbooks, which contain important information and district "must-haves" for next year's school schedules. Principals should reach out to schoolorg@philasd.org for any questions.

- [K8 21-22 Scheduling Handbook](#)
- [HS 21-22 Scheduling Handbook](#)

Purchasing Guidelines for Instructional Digital Resources for School Leaders

Below is a link to the purchasing guidelines for instructional digital resources. This link contains important information about the range of curriculum and instructional resources available to schools.

[Purchasing Guidelines Instructional Digital Resources for School Leaders](#)

Purchasing Guidelines for Classroom Technology Hardware for School Leaders

This section focuses on the purchasing of school-based hardware. If there are questions regarding what software, digital tools or Apps will be supported and/or paid for via a central budget, please refer to the memo titled "Purchasing Guidelines for Instructional Digital Resources for 21-22SY."

- Chromebooks:
 - **Schools should not budget to buy additional Chromebooks for students in FY22.** The District is committed to ensuring that every school remains at a 1:1 Chromebook to student ratio by repairing or replacing them at our three Technology Support Centers.
- iPads:
 - The District is committed to a 1:1 student to Chromebook device program. **Only schools with populations or programs that require the use of software that will only run on iPads should budget to purchase iPads for their school.** This may include iPads for PreK-2 small group learning.
[Pricelist for iPads](#)
- SMART Board Interactive Panel Displays
 - The district has invested heavily in modernizing classrooms with SMART Boards. These provide teachers with great tools to engage learners and allow students to interact with their Chromebooks. Older models (Models with projectors) are outdated and should be replaced if funds are available. **Schools with funding should think about purchasing a SMART Board for classrooms that do not already have this technology.**
[Pricelist for SMART Interactive Panels](#)
- Laptops
 - [Pricelist for Apple Laptops](#)
 - [Pricelist for Dell Laptops](#)

Technology End-of-Life Statement: End-of-Life is a term that applies when the useful life of a product ends. The useful life of a product (hardware or software) ends when one of the following occurs:

1. The vendor ends support of the product.
2. The product is no longer compatible with current technology trends or District technology infrastructure.
3. Speed and performance issues outweigh the usefulness of the product.

Action: Unlike furniture, books, and other classroom products, technology needs to be refreshed on a more regular basis. This is due to the nature of technology and continued advancements in the field.

To provide an engaging environment that prepares our students for careers and higher education in fields that rely on ever-changing trends in technology, we should make our best efforts to plan for the refresh of technology as often as we can. **You do not need to plan for the replacement of student Chromebooks as these are being provided to all students centrally.**

Examples of Technology that may be approaching or has reached End-of-Life

- At this time, SMART Boards that utilize projectors have reached their end-of-life. If your school relies on this technology, plans should be made to replace them with the SMARTBoard Panel options on the District's Technology Price List and in Oracle.
- Microsoft Windows Laptops and Desktops running Windows 7 or older and Apple Macbooks and iMacs model year 2012 or older absolutely need to be replaced as soon as possible. These will not work on our network next year. If your school has these devices you should plan to replace these using the updated models on the pricelist and in Oracle.

Approximate Useful Life by Category

Device	Useful Life*	Notes
SMARTBoard (Interactive display Panel)	7+ Years*	
Desktop or Laptop	5 years*	
Tablet or Chromebook**	4 years*	Schools DO NOT need to and SHOULD NOT replace Chromebooks for students out of their budgets at this time.

* The useful life of a device depends on many factors including usage, handling, upkeep, etc. Years listed are estimates for planning purposes only.

**To see the end of life dates for specific Chromebook models, [click here](#).

STAFFING GUIDELINES

Identifying Transfers

Step 1:

Principals review their 2021-2022 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. Teachers are identified for movement using the following groupings:

- Most Senior: Those teachers not on special assignment and certified in the content area(s) they are teaching.
- Next Most Senior: Those teachers not on special assignment and emergency certified in the content area they are teaching.
- Next Most Senior: Those teachers on special assignment and certified in the content area(s) they are teaching.
- Least Senior: Those teachers on special assignment and emergency certified in the content area they are teaching.

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 Taleo, the District's Recruitment and Onboarding system.

Step 6:

If a position eliminated during the budget process is restored, the most senior appointed teacher who was transferred from the school can 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 full-time teachers, counselors, and librarians. 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 June 17, 2021 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
 - An appointed certified teacher who has less than two years of location seniority but is changing their area of appointment
- 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 March 29, 2021 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/>.

Principals of schools with vacancies should review the pools of eligible candidates in Taleo and use their site selection committee processes to interview and select candidates for their vacancies.

Schools are encouraged to start the hiring process as positions become available. Principals may begin submitting site selections through Taleo to the Talent Partner Team on March 29, 2021. 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 Friday, May 28, 2021. Site selection for forced transfers and external hires closes on Thursday, June 17, 2021. After Thursday, June 17, 2021, individuals placed into a school, through forced transfer seniority picking, through voluntary transfer, or through site selection (which re-opens on July 5, 2021), will be on special assignment for the 2021-2022 academic year.

Please note that teachers can move as forced transfers and voluntary transfers on June 22nd and June 23rd 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 position remains available.

Non-Teachers

Identifying Transfers

Step 1:

Principals review their 2021-2022 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. Talent Partners will identify all individuals working in the following roles if they are to be moved as forced transfers (PFT and SCS positions), if they are to be displaced (APs and Climate Managers), or if they are to be notified of potential layoff (STEP and Program Coordinators). For system purposes, all these individuals will be identified as forced transfers by Talent Partners before allotment summaries are released.

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.

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.

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

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

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.

FY22 Average Teacher Cost

Classification Group Name	Title Name	FTE	Salary Amount	Benefit Amount	Salary and Benefits Total
Teacher	Teacher, Full Time	6,935	\$526,121,168	\$348,355,459	\$874,476,627
Teacher	Teacher, Spec Education	1,533	\$114,027,934	\$75,956,175	\$189,984,109
Teacher	Teacher, Demonstration	90	\$7,675,672	\$4,912,052	\$12,587,724
Teacher	School Counselor, 10 Months	340	\$26,764,682	\$17,526,607	\$44,291,289
Teacher	Teacher, Demonstration, Spec Ed	17	\$1,455,965	\$930,649	\$2,386,614
	FY22 Projected	8,915	\$676,045,421	\$447,680,942	\$1,123,726,363
	Average Cost (Rounded)		\$75,800	\$50,200	\$126,000

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 34.51% of salaries in FY21 to 34.94% of salaries in FY22. 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 42.59% of salaries for FY22, up from 42.16% in FY21.
 - Total percentage of salaries for variable rates set externally for FY22 42.59%
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 increase slightly from FY21 to FY22.
 - Total percentage of salaries for variable rates set by the SDP for FY22: 4.82%
3. Per Capita Rates: The District self-insures for medical care for nearly all full-time employees; Local 1201/32BJ employees are insured through their union. Self-insurance medical insurance rates are set by an outside actuarial firm and differ based on family type and plan type. Health and welfare, legal, and life insurance rates are set in collective bargaining agreements. For budget purposes, average per capita rates are developed for each union group.

Variable Benefits (% of Salary)

All Employees	2022
Social Security	7.650%
PSERS	34.940%
Worker's Compensation	2.458%
Termination Pay	1.401%
Salary Continuation Insurance	0.394%
Sabbatical Leave	0.482%
Unemployment Compensation	0.087%
Variable Rate	47.411%

Per Capita Benefits

Philadelphia Federation of Teachers – PFT	2022
Medical	\$10,901.21
Health & Welfare (H&W)	\$4,147.32
Legal	\$165.00
Life Insurance Premium	\$16.70
Per Capita Benefits – PFT	\$15,230.23

Commonwealth Association of School Administrators - CASA	2022
Medical	\$10,079.12
Health & Welfare (H&W)	\$3,905.88
Life Insurance Premium	\$45.54
Per Capita Benefits – CASA	\$14,030.54

Non-Represented	2022
Medical	\$8,838.33
Health & Welfare (H&W)	\$3,203.44
Life Insurance Premium	\$68.65
Per Capita Benefits -- Non-Represented	\$12,110.42

School Police Association of Philadelphia - SPAP	2022
Medical	\$10,164.42
Health & Welfare (H&W)	\$3,732.49
Life Insurance Premium	\$52.58
Legal	\$145.00
Per Capital Benefits -- School Police	\$14,094.49

Local 1201/32BJ	2022
Medical	\$15,602.96
Health & Welfare (H&W)	\$169.56
Life Insurance Premium	\$39.15
Legal	\$159.50
Per Capita Benefits -- Local 1201/32BJ	\$15,971.17

Local 634 – Cafeteria	2022
Medical	\$5,489.15
Health & Welfare (H&W)	\$2,047.50
Life Insurance Premium	\$35.71
Legal	\$95.00
Per Capita Benefits -- Cafeteria	\$7,667.36

Local 634 - Student Climate Staff, Less than 5 Hour Positions	2022
Health & Welfare (H&W)	\$117.60
Life Insurance Premium	34.16
Short Term Disability Insurance	\$135.20
Legal	\$95.00
Per Capita Benefits – Student Climate Staff, Less than 5 Hours	\$381.96

Local 634 - Student Climate Staff, 5 or More Hour Positions	2022
Medical	\$3,213.32
Health & Welfare (H&W)	\$117.60
Life Insurance Premium	\$36.69
Short Term Disability Insurance	\$135.20
Legal	\$90.00
Per Capita Benefits – Student Climate Staff, 5 or More Hours	\$3,597.81

Supportive Services Assistants - Part-Time	2022
Health & Welfare (H&W)	\$4,147.32
Legal	\$165.00
Per Capita Benefits – SSAs	\$4,312.32

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.

Position	Average Salary	Average Benefits	Total Average Salary & Benefits	Union	Starting Salary	Can Principals Purchase at the Budget Table?	Receive Credit for Prior Experience?	Hired / Site Selected by Principal?	Do displaced/ forced employees have rights to fill vacancies before they are filled externally?	2021 Displaced/ Forced Transfer Movement Session Date	If a vacancy isn't filled with a displaced/forced employee, who makes hiring decision for this role?
Assistant Principal	\$105,200	\$63,900	\$169,100	CASA	\$90,594	Yes	Yes	Yes, though displaced individuals must be hired/ placed first.	Yes	March 29-on	Principal
Assistant Program Coordinator – 10 month / Community Partnerships	\$36,800	\$32,200	\$69,000	PFT	\$28,515	Yes	No	No	Yes	May 17	Talent
Assistant Program Coordinator - 12 month	\$43,700	\$35,400	\$79,100	PFT		Contact Vicki Ellis	No	No	Yes	N/A	Talent
Bilingual Counseling Assistant	\$37,700	\$32,600	\$70,300	PFT	\$23,509	Yes	No	No	Yes	May 24	Talent
Classroom Assistant	\$29,100	\$28,700	\$57,800	PFT	\$15,054	Yes	No	No	Yes	May 17	Talent
Community Relations Liaison	\$38,000	\$32,800	\$70,800	PFT	\$23,048	Yes	No	No	Yes	May 10	Talent
Counselor, Behavioral	\$75,800	\$50,200	\$126,000	PFT	\$47,192	Yes	Yes	Yes	No	June 22	Principal
Counselor, Guidance	\$75,800	\$50,200	\$126,000	PFT	\$47,192	Yes	Yes	Yes	No	June 22	Principal
Farmer	\$48,100	\$37,40	\$85,500	PFT	\$30,022	Yes	No	No	Yes	TBD if needed	Talent
JROTC Instructor	\$80,500	\$50,300	\$130,800	PFT		Yes	Yes	No	Yes	TBD if needed	Talent
Librarian	\$75,800	\$50,200	\$126,000	PFT	\$47,192	Yes	Yes	Yes	No	June 22	Principal

Position	Average Salary	Average Benefits	Total Average Salary & Benefits	Union	Starting Salary	Can Principals Purchase at the Budget Table?	Receive Credit for Prior Experience?	Hired / Site Selected by Principal?	Do displaced/ forced employees have rights to fill vacancies before they are filled externally?	2021 Displaced/ Forced Transfer Movement Session Date	If a vacancy isn't filled with a displaced/forced employee, who makes hiring decision for this role?
Library Instructional Materials Asst	\$41,000	\$34,200	\$75,200	PFT	\$21,777	Yes	No	No	Yes	TBD if needed	Talent
Nurse	\$77,000	\$50,700	\$127,700	PFT	\$53,178	Yes	Yes	No	Yes	May 19	No
Principal	\$147,300	\$83,900	\$231,200	CASA	\$130,914	Yes	Yes	No	N/A	N/A	Assistant Superintendent
Program Coordinator/Community Partnerships	\$43,800	\$32,900	\$76,700	Non-Rep	\$50,021	Yes	No	No	No	N/A	Principal
School Climate Liaison	\$47,500	\$37,200	\$84,700	PFT	\$40,686	Yes	No	No	Yes	May 10	Talent
School Climate Manager	\$77,200	\$50,600	\$127,800	CASA	\$65,501	Yes	No	Yes, though displaced individuals must be hired/ placed first.	Yes	March 29-on	Principal
Climate Support Specialist	\$33,400	\$30,700	\$64,100	PFT	\$23,5090	Yes	No	No	Yes	May 5	Talent
School Improvement Support Liaison	\$44,700	\$35,900	\$80,600	PFT	\$26,601	Yes	No	No	Yes	May 10	Talent
School Operations Officer	\$52,400	\$39,400	\$91,800	PFT	\$34,268	Yes	No	No	Yes	N/A	Talent
Secretary, 10 Month	\$35,900	\$31,800	\$67,700	PFT	\$24,115	Yes	No	No	Yes	May 5	Talent
Secretary III, 10 Month	\$44,100	\$35,600	\$79,700	PFT	\$28,540	Yes	No	No	Yes	May 5	Talent
Special Education Assistants	\$29,100	\$28,700	\$57,800	PFT	\$19,731	No, based on student data	No	No	Yes	TBD (August, 2021)	Talent
Special Education Teachers	\$75,800	\$50,200	\$126,000	PFT	\$48,060	Yes	Yes	Yes	No	June 22-23, 2021	Principal

Position	Average Salary	Average Benefits	Total Average Salary & Benefits	Union	Starting Salary	Can Principals Purchase at the Budget Table?	Receive Credit for Prior Experience?	Hired / Site Selected by Principal?	Do displaced/ forced employees have rights to fill vacancies before they are filled externally?	2021 Displaced/ Forced Transfer Movement Session Date	If a vacancy isn't filled with a displaced/forced employee, who makes hiring decision for this role?
STEP: Clinical Social Work Coordinator	\$74,300	\$47,400	\$121,700	Non-Rep	\$66,620	Yes	Yes	Principal Interviews for the Position, offer from STEP Director.	No	N/A	Principal
STEP: School Behavioral Consultant	\$60,600	\$40,900	\$101,500	Non-Rep	\$54,910	Yes	Yes	Principal Interviews for the Position, offer from STEP Director.	No	N/A	Principal
STEP: Case Manager	\$53,000	\$37,200	\$90,200	Non-Rep	\$50,021	Yes	Yes	Principal Interviews for the Position, offer from STEP Director.	No	N/A	Principal
STEP: Family Peer Specialist	\$34,300	\$28,400	\$62,700	Non-Rep	\$31,209	Yes	Yes	Principal Interviews for the Position, offer from STEP Director.	No	N/A	Principal
Student Climate Staff - 3 Hrs	\$9,100	\$4,700	\$13,800	634	\$13.02/hr	Yes	No	No	Yes	May 26, 2021 May 28, 2021	Talent
Student Climate Staff - 4 Hrs	\$12,200	\$6,100	\$18,300	634	\$13.02/hr	Yes	No	No	Yes	May 26, 2021 May 28, 2021	Talent
Student Climate Staff - 5 Hrs	\$15,200	\$10,800	\$26,000	634	\$13.02/hr	Yes	No	No	Yes	May 26, 2021 May 28, 2021	Talent
Student climate Staff - 6 Hrs	\$18,200	\$12,200	\$30,400	634	\$13.02/hr	Yes	No	No	Yes	May 26, 2021 May 28, 2021	Talent
Support Services Assist - 3 Hrs	\$9,500	\$8,800	\$18,300	PFT	\$14.54/hr	Yes	No	No	Yes	May 12	Talent
Support Services Assist - 4 Hrs	\$12,600	\$10,300	\$22,900	PFT	\$14.54/hr	Yes	No	No	Yes	May 12	Talent

Position	Average Salary	Average Benefits	Total Average Salary & Benefits	Union	Starting Salary	Can Principals Purchase at the Budget Table?	Receive Credit for Prior Experience?	Hired / Site Selected by Principal?	Do displaced/ forced employees have rights to fill vacancies before they are filled externally?	2021 Displaced/ Forced Transfer Movement Session Date	If a vacancy isn't filled with a displaced/forced employee, who makes hiring decision for this role?
Teacher, FTE	\$75,800	\$50,200	\$126,000	PFT	\$47,192	Yes	Yes	Yes	No	June 22-23	Principal
Teacher, Demonstration	\$75,800	\$50,200	\$126,000	PFT	\$48,060	Yes, for Demonstration Schools only	Yes	Yes	No	June 22-23	Principal

APPENDIX B: CONTACT INFORMATION

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To locate your Special Education Region and Directors, please use this link:

<https://www.philasd.org/specializedservices/about-special-education-directors-and-case-managers/>

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