



THE SCHOOL DISTRICT OF PHILADELPHIA



GUIDE TO SCHOOL BUDGETS 2024-2025

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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.

EQUITY-FOCUSED BUDGETING

The District is deeply committed to embedding equity into every organizational decision and has created the SDP Equity Lens to support clear system-wide equity actions with measurable results. "Equity" at SDP means cultivating prosperity and liberation (choice, mobility, freedom) for students and staff, starting with historically marginalized populations, by removing barriers, increasing access and inclusion, building trusting relationships, and creating a shared culture of social responsibility and organizational accountability.

Commitment #4 of the SDP Equity Framework, linked [HERE](#), commits to redistributing resources to our most marginalized students in order to eliminate the predictability of success or failure based on historical trends.

As schools engage in school planning and budgets, the central question to focus on is ***"How does the utilization of resources in my 2024-25 budget advance equity in accordance with the SDP definition of equity?"*** Schools can utilize the SDP Equity Lens questions detailed below to support strategy and decision making. Members of the Office of Diversity, Equity, and Inclusion (DEI) will be available during the school budget process. For additional support, please contact your network Equity Training Specialist or Michelle Gainer, mgolobish@philasd.org.

1. How does this proposed budgeting decision advance equity?
2. Are all stakeholder groups that are affected by this proposed budgeting decision at the table?
3. How will the proposed budget decision affect each group?
4. How will the proposed budget decision, or action be perceived by each group?
5. Does the proposed budgeting decision create disparities and/or worsen or ignore existing disparities?
6. Based on the above responses, what revisions are needed to the proposed budgeting decision under discussion?

Through budget allocations, the District is focused on Commitment #4 and is furthering the equity work through distribution of funds in the following areas:

- Title I - allocations based on poverty
- School Intervention (CSI) - allocations based on demographics and school performance
- English as a Second Language (ESL) - allocations based on English Learners (EL) student need
- Special Education Services - allocations based on special education student need
- Bilingual Counseling Assistants - allocations based on needs of families with home languages other than English
- Acceleration Network & System of Great Schools - allocations based on school need
- Discretionary Funding in Operating Budget - allocations based on school need
- Additional positions in Operating Budget - Counselors and School Improvement Support Liaison positions based on school need

This focus on equity provides additional funding to schools with marginalized students. For example, School A and School B both have a similar number of students enrolled. However, their students have different needs and their Title I funds are allocated to support those needs. School A has a poverty percentage of 41% and receives \$152,000 in Title I funding. School B has a poverty percentage of 91% and receives \$578,000 in Title I funding. School B, which has greater need, is receiving more funding than School A to support its more marginalized students.

Additional information about specific funding sources can be found below in this document.

UPDATES FOR SCHOOL YEAR 2024-2025

Below are key updates for the school year 2024-25 budgets.

Please note: after school budget allocations are released to Principals; the Principal or designee should share the budget plan for the next school year with the Building Committee. This should be done prior to submission of the final budget, which takes place during the third phase of school budget meetings.

Budgets

Operating:

- The Basic Operating Budget allocation formula will continue at the same levels as the 2023-24 school year. ** Please see the table in the 'Basic Operating Budgets' section for additional information.*
- Additional English as a Second Language (ESL) teaching positions will be added in order to meet the needs of our growing English Learners (ELs) student population and the evolving needs of families with a home language other than English. The addition of these positions will help maintain the levels of support previously provided through American Rescue Plan Act (ARPA) funding.
- Behavioral health counselors and Bilingual Counseling Assistant (BCA) positions will also be added to offset the positions previously on ARPA for schools with the greatest need.

Operating- Temporary Extension Funding:

- Beginning in FY 2022, through ARPA, schools received temporary direct budget resources to help combat pandemic impacts on education. As noted in prior communications, the 2023-24 school year is the last year of ARPA funds. The District's Budget Strategy involves centralized fiscal responsibility measures and seeking additional allocations from our State and City funding partners, in order to minimize impacts of the deficit on school budgets.
- The School Discretionary Program is being extended for one year so that each school previously identified as off-track receives one discretionary position and additional discretionary funds are allocated to all schools based on a combination of the size of the school enrollment as well as school poverty demographics.
- The funding previously provided by ARPA for extra-curricular activities will not continue for the 2024-25 school year as the District prioritizes maintaining position funding, as noted above.

Federal Grants:

- Title I will continue at approximately the same funding levels as 2023-24, including a 95% hold harmless revision. The Title I push-ins (i.e. Reading Specialists, Ninth Grade Academy) in 2023-24 will continue in 2024-25.
- Due to the expanding number of CSI-designated schools and concurrent reduction in the State award, there will subsequently be reductions to the CSI allocation.

Staffing

- **Movement of school-based employees to central office roles should happen before May 24, 2024.** After May 24, 2024, if a Central Office Hiring Manager wishes to hire a Principal, Assistant Principal, School Climate Manager, Teacher, Counselor, Nurse, or Secretary from a school, they can only do so with an **approved, joint exception** from Deputy Superintendent Dawson and Deputy Superintendent Grant-Skinner.
- **Movement of Student Climate Staff Members requires more documentation than in previous years.** If there has been a change in hours that may result in an employee being moved, they must receive notification of that change and they must be given the right to accept that change prior to them being forced transferred. These notifications, per the contract, cannot be emailed. Instead, principals must provide written notifications to impacted employees before they are force-transferred from their schools if these changes are the result of hours changes at individual school sites. Employees must be given the option to stay at their current schools and to take positions with fewer or more hours. This work must be completed before allotment summaries are sent. Talent Partners will support Principals in all steps.
- **Forced transfer notifications will be sent on Friday, March 22, 2024. Site Selection will begin on Monday, April 1, 2024.** This timing is different than what we have used in previous years, but the goal is to allow for individuals to be on vacation during spring break and to give individuals space to consider their options for next year if and when they are displaced.
- **External hiring closes early for positions and areas of appointment that are overstaffed.** Each year, we carefully track the number of displaced staff members, the number of open positions, and the overall number of positions for each position type to understand where we are on hiring. We may need to close certain position types and areas of appointment earlier than in previous years, given staffing rates for their roles. As always, we strongly encourage school leaders to fill their roles quickly, so that they have as much choice as possible.

Reminders: Teachers and Counselors

- Special Assignment will now only apply to those individuals who are hired into positions after July 1, 2024. This means that forced and voluntary transfers who choose vacancies during seniority movement will not be on special assignment and will be on a school's roster moving forward.
- Leave positions (positions that will be six weeks or longer in length) can be filled during spring site selection and can also be filled throughout the academic year. **All individuals working in leave positions are considered to be on special assignment.** An individual who fills a leave position will be identified to be moved from their location to another location when the individual they are covering for returns from leave.
 - Principals do not need to follow up with teachers regarding potential moves. Instead, once the person returning from leave returns, the Talent Office will take next steps to move the teacher who was covering for the leave. If the individual moving was hired prior to July 1, 2024, they can elect to choose a position that is not on special assignment (a vacancy) or a position that is on special assignment (a leave position). If an individual was hired after July 1, 2024, is working in a leave position, and is moved to any position, they will be considered to be on Special Assignment for the 2024-2025 academic year.
- Leave positions (positions that will be six weeks or longer in length) will be posted within Taleo. Talent Partners are responsible for ensuring that all teacher and counselor roles that will be vacant for six or more weeks are available both through Aesop for substitutes and through Taleo for SDP employees.
- Effective January 1, 2022, the current Special Education certificates for PK-8 and 7-12 have changed to Special Education PK-12. The Special Education PK-8 and 7-12 certificates will no longer be issued but will remain valid for those educators that already hold those certificates. An option is available through the Pennsylvania Department of Education to expand the scope of those certificates to include the grade levels that are not currently held.

Assistant Principals and Climate Managers

- If a school reduces an administration position (Climate Manager or Assistant Principal), that school will not be able to purchase another administration position until the 2025-26 school year, unless both Deputy Superintendents approve of the budget change.
- If there is a reduction in Assistant Principals/ Climate Managers at a given location, the Principal has the ability to identify which Assistant Principal or Climate Manager is moved. Location seniority does not determine who is moved as a result of reduction at the building level.
- We are not yet sure that Principals will be able to choose Assistant Principals who are not already working as Assistant Principals when Assistant Principal hiring begins on April 1, 2024. Principals will receive updated information regarding their ability to hire from the eligibility list as more information is understood regarding the total number of Assistant Principal positions available for the 2024-2025 academic year.
- We are not yet sure that Principals will be able to choose Climate Managers who are not already working as Climate Managers when Climate Manager hiring begins on April 1, 2024. Principals will receive updated information regarding their ability to hire from the eligibility list as more information is understood regarding the total number of Climate Manager positions available for the 2024-2025 academic year.

Climate Support Specialists and Climate Liaisons

- We anticipate that there will be displaced Climate Support Specialists, School Climate Liaisons, and School Improvement Support Liaisons this budget year. If principals choose to purchase these positions to work in the 2024-2025 academic year, these roles will likely be filled during seniority movement.

Dually Appointed Roles

- Individuals will have the opportunity to elect dually appointed roles for Student Climate Staff and Supportive Services Assistants so long as their total hours do not exceed eight hours per day.

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 fit with 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, high school graduation caps and gowns, PBIS incentives allotment, a neighborhood high school assistant principal, and extra-curricular for elementary schools.

Basic operating budgets are determined using the enrollment projections provided by the Enrollment Projections Team. More information regarding the enrollment projections process can be found in the [SY 2024-25 Enrollment Projections Reference Guide](#).

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 are funded by Title I and Ready to Learn.						
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 using grant funds for some schools. This assistant principal cannot be reallocated for another purpose. 0-599 students: No assistant principal 600-1,199 students: One assistant principal 1,200-1,799 students: Two assistant principals 1,800-2,399 students: Three assistant principals 2,400-2,999 students: Four assistant principals Over 2,999 students: Five assistant principals						
Counselors	All schools are provided at least one counselor. 0-649 students: One counselor 650-1,299 students: Two counselors 1,300-1,949 students: Three counselors 1,950-2,599 students: Four counselors 2,600-3,249 students: Five counselors Over 3,250 students: Six counselors						
Secretaries	0-849 students: One secretary 850-1,699 students: Two secretaries 1,700-2,549 students: Three secretaries Over 2,549 students: Four secretaries						
Student Climate Support (6 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						
\$200 Allotment	\$200 per teacher and counselor						
Summer Reorganization	Schools must pay staff for a specific number of days of Summer Registration/Reorganization. ¹ <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><u>Elementary Schools</u></td> <td style="width: 50%;"><u>Middle and High Schools</u></td> </tr> <tr> <td>10 days for secretaries</td> <td>10 days for secretaries</td> </tr> <tr> <td>2 days for scheduler</td> <td>10 days for roster chair</td> </tr> </table>	<u>Elementary Schools</u>	<u>Middle and High Schools</u>	10 days for secretaries	10 days for secretaries	2 days for scheduler	10 days for roster chair
<u>Elementary Schools</u>	<u>Middle and High Schools</u>						
10 days for secretaries	10 days for secretaries						
2 days for scheduler	10 days for roster chair						
Summer Climate Professional Development	20 days of funding provided per Climate Manager for summer professional development. <i>Note- this funding is not reflected in school budgets, it will be allocated in July based on the number of climate managers budgeted as of July 1st.</i>						
Discretionary Funds	Discretionary funding is provided based on the District's School Progress Report on Education and Equity (SPREE): \$200 per student for schools identified as Level 1 \$250 per student for schools identified as Level 3 \$300 per student for schools identified as Level 5 These funds may be used for staff, supplies, textbooks, computers, extra-curricular activities, parent outreach, etc.						
Extra-Curricular	120 hours per Elementary School (\$7,186 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						

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
Graduation Caps & Gowns	\$32 per 12th grade student + funding for additional 20% of students in case of enrollment increase during the year
PBIS Program Incentives	\$20 per pupil provided for schools implementing PBIS programs <i>Note- this funding will be added to school budgets in July based on the finalized list of schools with PBIS programs identified for SY 2024-25.</i>
Multiple Buildings	<p>Schools with on-campus additional buildings with less than 200 students</p> <ul style="list-style-type: none"> - Two buildings: Two 6-hr student climate staff - Three+ buildings: Four 6-hr student climate staff <p>Schools with on-campus additional buildings with between 200 and 299 students</p> <ul style="list-style-type: none"> - Two buildings: \$135,500 (approx cost of teacher/dean) and two 6-hr student climate staff - Three + buildings: \$135,500 (approx cost of teacher/dean) and four 6-hr student climate staff <p>Schools with off-campus additional buildings AND/OR schools with 300 or more students in additional buildings</p> <ul style="list-style-type: none"> - Two buildings: \$188,000 (approx cost of assistant principal) and two 6-hr student climate staff - Three + buildings: \$188,000 (approx cost of assistant principal) and four 6-hr student climate staff <p><i>Note: Portables and Pre-K only buildings not included</i></p>

Other Operating Programs

Position/ Resource	Allocation Method
Staff Initiative Funds	Funds may be used to purchase materials, supplies, and refreshments for the purpose of helping to create a supportive and welcoming experience for staff throughout the school year. 0-1,000 students: \$5,000 1,001-2,000 students: \$7,000 Over 2,000 students: \$10,000
World Language	Schools with an established World Language program as determined by the Office of Curriculum and Instruction receive an additional 1 teacher
International Baccalaureate (IB)	Schools with IB programs receive an additional 1.6 teachers
Central Counselor	Schools identified with the greatest need as determined by the Office of Student Support Services. <i>This position is intended to provide supplementary support and should not replace any existing counseling/STEP positions.</i>
Central Student Improvement Support Liaison	Schools identified with the greatest need as determined by the Office of Student Support Services. <i>This position is intended to provide supplementary support.</i>
Temporary Extension Funding-School Discretionary Program	Each school receives Discretionary funding based on a combination of school enrollment and school poverty demographics. Schools previously designated as off-track also receive one discretionary position.

Arts/Music/Dance/Theater Per Pupil Funding Guidance

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 full-time District certified visual art, music, dance, and/or theater educators. Funds may be used to purchase supplies for arts clubs run by full-time district-certified visual arts, music, theater, and dance teachers. Funds cannot be used for in-school or after-school programs provided by outside organizations.

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

1. Consumable goods (greatest replenishment need should be prioritized in purchasing)
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 Visual Art supplies can be found here:

<https://drive.google.com/file/d/1u44nkqvNSYDGuqoeRN9b7O3jj93HNym/view?usp=sharing>

Positive Behavior Interventions and Supports (PBIS) Incentives Per Pupil Funding Guidance

Funds are allocated per student to support schools implementing PBIS programs. The funds are allocated at \$20 per student. More information on how these funds can be used can be found here:

<https://docs.google.com/document/d/1EpEOIHRcfwnlUst1nhxO3AGVY3MLPcHTTCCcQDHFIU/edit>.

Enrollment Driven Teacher Allocations

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	Ratio: 22.5 to 1
Prep Time: $(0.175 \times \text{Number of Teachers}) + (0.066 \times \text{Number of 7}^{\text{th}} \& \text{8}^{\text{th}} \text{ grade teachers})$	Prep time is included in the ratio, resulting in a class size ratio of 33 to 1
High Schools	CTE High Schools
First 700 Students Ratio: 24 to 1 Students Above 700 Ratio: 26 to 1	First 700 Students Ratio: 19.9 to 1 Students Above 700 Ratio: 22.9 to 1
Prep time is included in the ratio, resulting in a class size ratio of 33 to 1	Prep time is included in the ratio, resulting in a class size ratio of 24 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)	

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 SPREE : Level 5	Large Elementary School SPREE : Level 1	Middle School SPREE : Level 5	Small High School SPREE : Level 5	Special Admission High School SPREE : Level 1	Large Comprehensive High School SPREE : Level 5	CTE High School SPREE : Level 3
Enrollment	223	918	536	219	1,214	1,950	828
General Ed Teachers	9.8 (excl. 1 K Teachers & 0.2. Prep in grants)	37.2 (excl. 3 K Teachers & 0.6 Prep in grants)	23.8	9.2	49.0	77.0	40.0
Principal	1	1	1	1	1	1	1
Assistant Principals	0 (enrollment <600)	1 (enrollment >600)	0 (enrollment <600)	0 (enrollment <600)	2 (enrollment >1200)	3 (enrollment between 1,800 & 2,399)	1 (enrollment between 600 & 1,199)
Counselors	1 (enrollment <650)	2 (enrollment between 650 & 1,299)	1 (enrollment <650)	1 (enrollment <650)	2 (enrollment between 650 & 1,299)	4 (enrollment between > 1,950)	2 (enrollment between 650 & 1,299)
Secretaries	1 (enrollment <850)	2 (enrollment between 850 & 1699)	1 (enrollment <850)	1 (enrollment <850)	2 (enrollment between \$850 & \$1,699)	3 (enrollment between 1,700 & 2,549)	1 (enrollment <850)
Student Climate Staff	3 (enrollment <450)	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)	6 (enrollment between 750 & 949)
\$200 Teacher & Counselor Allotment	\$2,160 (\$200 x 10.8 teachers & counselors)	\$7,840 (\$200 x 39.2 teachers & counselors)	\$4,960 (\$200 x 24.8 teachers & counselors)	\$2,040 (\$200 x 10.2 teachers & counselors)	\$10,200 (\$200 x 51.0 teachers & counselors)	\$16,200 (\$200 x 81.0 teachers & counselors)	\$8,400 (\$200 x 42.0 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	\$66,900 (\$300 x 223 students)	\$183,600 (\$200 x 918 students)	\$160,800 (\$300 x 536 students)	\$65,700 (\$300 x 219 students)	\$242,800 (\$200 x 1,214 students)	\$585,000 (\$300 x 1,950 students)	\$207,000 (\$250 x 828 students)
Art Supplies	\$3,345 (\$15 x 223 students)	\$13,770 (\$15 x 918 students)	\$8,040 (\$15 x 536 students)	\$4,380 (\$20 x 219 students)	\$24,280 (\$20 x 1,214 students)	\$39,000 (\$20 x 1,950 students)	\$16,560 (\$20 x 828 students)
Extra-Curricular	\$7,186	\$7,186	\$0	\$0	\$0	\$0	\$0
Small Schools	\$50,000 (enrollment <325)	\$0	\$0	\$50,000 (enrollment <325)	\$0	\$0	\$0
PBIS	\$4,460 (\$20 x 223 students)	\$18,360 (\$20 x 918 students)	\$10,720 (\$20 x 536 students)	\$4,380 (\$20 x 219 students)	\$0	\$39,000 (\$20 x 1,950 students)	\$0

	<u>School A</u>	<u>School B</u>	<u>School C</u>	<u>School D</u>	<u>School E</u>	<u>School F</u>	<u>School G</u>
	Small Elementary School SPREE : Level 5	Large Elementary School SPREE : Level 1	Middle School SPREE : Level 5	Small High School SPREE : Level 5	Special Admission High School SPREE : Level 1	Large Comprehensive High School SPREE : Level 5	CTE High School SPREE : Level 3
Caps & Gowns	\$0	\$0	\$0	\$2,112	\$11,072	\$17,696	\$7,072
Total Basic Operating	\$2,021,721	\$6,305,745	\$3,996,117	\$1,939,589	\$8,202,268	\$12,989,190	\$6,641,669

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.

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 the Central Office.

Assistant Principal

Assistant Principal positions are Commonwealth Association of School Administrators (CASA) positions. We are not yet sure that Principals will be able to choose Assistant Principals who are not already working as Assistant Principals when AP hiring begins on April 1, 2024. Principals will receive updated information regarding their ability to hire from the eligibility list as more information is understood regarding the total number of Assistant Principal positions available for the 2024-2025 academic year.

Assistant Principals are able to apply for open Assistant Principal positions between April 1, 2024 and May 24, 2024. After May 24, 2024, Assistant Principals can only move to new Assistant Principal roles with the consent of their losing and gaining Assistant Superintendent.

Assistant Program Coordinator, Strategic Partnerships

This is a **PFT represented, school-based** position. Assistant Program Coordinators can be 10 month or 12 month employees. (Program Coordinators can also be 10 or 12 month employees.) The 12 month position is more costly, and will pay an individual employee at a higher salary.

Assistant Program Coordinators have specialities. Job Descriptions posted by Talent Partners should clarify which speciality the school is seeking. Once a candidate is identified from the eligibility list, Recruitment sends the offer letter to the candidate and the Specialist Team in the Office of Talent will process candidates. The position reports to the principal. The principal is responsible for their orientation to the role at their school and manages the employee.

We anticipate that there will be displaced Assistant Program Coordinators this budget year. If principals choose to purchase these positions to work in the 2024-2025 academic year, these roles will likely be filled during seniority movement.

The salary range for a 10-month Assistant Program Coordinator is approximately \$30,856-\$45,990, and for the 12-month position is approximately \$37,028-\$55,188.

Athletic Director

Every high school is required to have an Athletic Director; please see the [Bridge agreement](#) for clarification of guidelines related to the appointment of athletic staff. The Athletic Director position is staffed through the T4 process. When purchasing and allocating the position in your budget, please use the content area of the Athletic Director. Athletic Directors are compensated through released periods as defined in the Bridge agreement (linked above). Athletic Directors can be rostered as follows:

- No more than 4 periods per day in schools with 6-11 interscholastic sports
- No more than 2 periods per day in schools with 12-22 interscholastic sports
- No more than 1 period per day in schools with 23 or more interscholastic sports
- No released time is required for schools with 5 or less interscholastic sports

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. We anticipate that there will be displaced Climate Support Specialists this budget year. If principals choose to purchase these positions to work in the 2024-2025 academic year, these roles will likely be filled during seniority movement.

Community Relations Liaison

Community Relations Liaisons are not eligible for site selection.

Computer Support Specialist

[The District's Urban Technology Project \(UTP\)](#) has deployed over 500 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 technology coordinator (STC) to provide immediate, on-site technical support for laptops, smartboards, printers and chromebook repairs. Additionally, the CSS will maintain the school's computer labs and SIS inventory, update its website, social media, and provide on-site tech support for teachers and administrators. The cost of a full-time CSS is \$49,000. A part-time CSS is \$24,500 and must be shared with another school. The position is budgeted as a contract.

Complete the [CSS School Interest Form](#) to confirm your interest in hiring a Computer Support Specialist for the 2024-25 school year. The deadline to complete the form is April 12th. For questions, please contact Shana Savage at ssavage2@philasd.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 schools are required to have at least one behavioral health counselor in their buildings and some schools have more than one behavioral health counselor. 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", or for both "guidance" and "behavioral health". 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, Strategic Partnerships

This is a **non-represented, school-based** position. Program Coordinators can be 10 or 12 month employees. The 12 month position is more costly, and will pay an individual employee at a higher salary.

Program Coordinators have specialities. Job Descriptions posted by Talent Partners should clarify which speciality the school is seeking. Once a candidate is identified by the Principal, Recruitment sends the offer letter to the candidate and the Onboarding Team in the Office of Talent will process candidates. The position reports to the principal. The principal is responsible for their orientation to the role at their school and manages the employee.

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

Identified, displaced Program Coordinators would receive notification that they are to be laid off effective June 15, 2024 (for 10 month employees) or June 30, 2024 (for 12 month employees) if they do not secure a new position within SDP.

The salary range for a 10-month Program Coordinator is approximately \$40,868 (minimum) - \$55,011 (midpoint), and for the 12-month position is approximately \$49,041 (minimum) - \$66,013 (midpoint).

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. We anticipate that there will be displaced School Climate Liaisons this budget year. If principals choose to purchase these positions to work in the 2024-2025 academic year, these roles will likely be filled during seniority movement.

School Climate Manager

Climate Manager positions are Commonwealth Association of School Administrators (CASA) positions. We are not yet sure that Principals will be able to choose Climate Managers who are not already working as Climate Managers when Climate Manager hiring begins on April 1, 2024. Principals will receive updated information regarding their ability to hire from the eligibility list as more information is understood regarding the total number of Climate Manager positions available for the 2024-2025 academic year.

School Climate Managers are able to apply for open School Climate Manager positions between April 1, 2024 and May 24, 2024. After May 24, 2024, School Climate Managers can only move to new School Climate Manager roles with the consent of their losing and gaining Assistant Superintendent.

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. We anticipate that there will be displaced School Improvement Support Liaisons this budget year. If principals choose to purchase these positions to work in the 2024-2025 academic year, these roles will likely be filled during seniority movement.

School Operations Officers

School Operations Officers are hired, assigned to schools and managed centrally. Assignments are determined based on need, as assessed by the Comptroller's office. If a school believes they have a need, the Principal can reach out to the Comptroller's office describing the need. The Comptroller's office will make assignments for the upcoming school year based on available resources and overall school needs.

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.

Please keep in mind that Special Education Assistants are expected to complete any work (whether for an individual student or a classroom of students) within the school building. Therefore, if there is a decrease in the number of Special Education Assistants in a school building, the person displaced is the least senior Special Education Assistant, regardless of what their assignment may be.

STEP Team

Identified, displaced STEP Team Members could receive notification that they are to be laid off effective June 15, 2024 (for 10 month employees) or June 30, 2024 (for 12 month employees) if they do not secure a new position within SDP.

All STEP positions are non-represented positions. Candidates for these positions are screened and made eligible by Tiffany Clarke, STEP Director in the Office of Prevention and Intervention (tclarke@philasd.org). 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.

- *Clinical Social Work Coordinator:* This position is for a licensed Masters level clinician who can attend leadership meetings, consult on school wide 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.
- *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 need support 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 need support with classroom management. This is a 10 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.

Student Climate Staff (SCS)

Principals are able to purchase student climate staff positions for 3, 3.5, 4, 5, 6, and 7 hours.

Movement of Student Climate Staff Members requires more documentation than in previous years. If there has been a change in hours that may result in an employee being moved, they must receive notification of that change and they must be given the right to accept that change prior to them being forced transferred. These notifications, per the contract, cannot be emailed. Instead, principals must provide written notifications to impacted employees before they are force-transferred from their schools if these changes are the result of hours changes at individual

school sites. Employees must be given the option to stay at their current schools and to take positions with fewer or more hours. This work must be completed before allotment summaries are sent. Talent Partners will support Principals in all steps.

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 not work more than 2 hours of overtime per week, or a 3 hour SCS can not work more than 7 hours of overtime per week). If additional hours are needed, the 5, 6, or 7 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.

Supportive Services Assistants

Principals are able to purchase Supportive Services Assistant positions for 3 and 4 hours.

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.

Please be advised that these roles have become increasingly challenging to fill in recent years, both because there are so many full-time positions for Classroom Assistants and Special Education Assistants and because individuals' interest in part-time roles for these kinds of opportunities has declined.

Teachers

Forced Transfer and External Teacher Spring Site Selection will run from April 1, 2024 to June 21, 2024. Voluntary Transfer Site Selection will run from April 1, 2024 to May 24, 2024.

Teacher positions for leaves and sabbaticals are eligible for spring site selection between April 1, 2024 to June 21, 2024. Seniority movement will happen on June 28-29, 2023. Teacher positions are eligible for site selection for special assignment effective July 3, 2023.

Special Assignment will now apply to those individuals who are hired into positions after July 1, 2024 AND to individuals who are covering for leaves/ sabbaticals. **Forced and voluntary transfers who choose placement into vacancies during seniority movement will not be on special assignment. Individuals returning from leave placed into vacancies hired before July 1, 2024 are not on special assignment.**

Like last year, leave positions that will be six weeks or longer in length can be filled during site selection. An individual who fills a leave position will be considered on Special Assignment. If an individual returns from leave, the person filling their role will move from their location to another location. When an individual chooses to be placed into a vacancy, they will be considered on Special Assignment, only if they were hired after July 1, 2024. If an individual chooses to be placed into a leave/ sabbatical, they will be considered on Special Assignment regardless of the date they were hired. Individuals moved through administrative transfer are considered to be on special assignment for all leave / sabbatical positions. Individuals moved through administrative transfer are not considered to be on special assignment if they are placed into vacancies and they were hired before July 1, 2024.

Contracted Teachers and Contracted Programs

- No positions during budget meetings for any school should be designated for contracted programs nor contracted teachers.
- All principals will work to site select for all teacher vacancies, the only applicants to be considered during this time will be those individuals who are seeking employment within SDP.
- After July 1, 2024, 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 Division of Academic Services teams determine that this strategy will support the effective delivery of instruction / services to students.
- Contracted Special Education Teachers cannot be placed into vacancies until after seniority movement is completed. Therefore, all positions currently filled with contracted special education teachers must be posted for site selection and for seniority movement prior to July 1, 2024. After July 1, 2024, schools may work with the Office of Talent to identify contracted teachers for their vacancies, should those vacancies remain.

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 the 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 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 (April 1, 2024), they will first be made available to teacher candidates during seniority movement on June 27-28, 2024. 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 after July 1, 2024. If an individual is hired into a partial position for site selection, the Office of Talent's Recruitment Team 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 the 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 can be purchased by content area ([math](#) or [ELA](#)) or for all subjects ([K-12 SBTL](#)) 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 (SPECM)

Every school is required to have a Special Education Compliance Monitor. The SPECM position is a T4 position. It is the recommendation by the Office of Talent that the SPECM 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 SPECM position within our schools. If all appointed Special Education teachers who are SDP employees are not willing nor interested in being a SPECM, 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 provided 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 2024-25 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 SDP 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
- \$250 per student

Act 158

The School District of Philadelphia's essential goal is for all of its students to graduate on time and ready for college or a career path of their choosing immediately after graduation. To ensure students have all evidence towards an Act 158 graduation pathway, district level ongoing support has been established.

The district is committed to funding three credentials for all students in need of Pathway 5 evidence. These credentials include OSHA-10, Heartsaver CPR/AED, and Microsoft Word. The expansion of rigorous coursework will also allow students to gain additional evidence for Pathways 4 and Pathway 5. Please contact the gradreq@philasd.org for additional information regarding these opportunities.

ADA 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 Leave Administration and require forms to be completed by the employee and the health care provider. Requests are considered on a case-by-case basis and are approved in the Office of Leave Administration. Allocations for the 2024-25 school year will be made as requests are received and approved. Please contact accommodations@philasd.org for additional information.

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. The Division of Athletics has a \$7.2 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 this 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 use, damage, theft, as well as the addition of new programs. These needs are assessed and approved by the Executive Director of Athletics.

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

- Approximately \$800,000 for transportation services to and from athletic events.

- 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 \$475,000 for athletic trainers to cover all athletic events, ensuring the safety of all student athletes.
- Approximately \$365,000 for school police assignments for athletic events, to ensure the safety of athletes, officials, and others in attendance.
- Approximately \$150,000 for automated external defibrillators (AEDs) to support the District-wide cardiac safety and training initiative.
- 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 \$100,000 in contracts for out-of-city lodging to participate in regional and championship level competitions.
- Approximately \$50,000 for use of facilities.

For school-based budgeting purposes for the role of high school athletic director, please reference the "Athletic Director" description in the ["Positions Available for Purchase"](#) section.

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 on 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 Support. 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 the 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. An example is provided below.

School	CTE Enrollment by Grade	Per Student Allocation	Allocations	Total Allocation
School A	10 th – 125	\$100	\$12,500	\$35,000
	11 th – 115		\$11,500	
	12 th – 110		\$11,000	

Note: Example is provided for illustrative purposes only. Actual allocation will be determined based on the amt of the Perkins grant and state subsidy.

Additionally, the Office of Career and Technical Education allocates some teacher positions 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

The School District of Philadelphia’s essential goal is for all of its students to graduate on time and ready for college or a career path of their choosing immediately after graduation. To ensure students who have fallen behind in their coursework have the opportunity to graduate with their peers, the Division of Academic Services developed three credit recovery programs.

Online - Licenses have been purchased by the central office. 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 the appropriate certification for the subject area.

Credit Recovery programming is also available in additional formats that are centrally led, hosted, and funded - Saturday Credit Recovery and Summer Credit Recovery. Please contact R. Star Nixon with the Office of Postsecondary Readiness for additional information regarding these programs (rnixon2@philasd.org).

English as a Second Language (ESL) Teachers

ESL teacher allocation is determined by the number of students identified as English Learners (ELs) and the level of support required at various proficiency levels based on the WIDA Screener or ACCESS language proficiency test. There are six language proficiency levels: Level 1 (Entering), Level 2 (Beginning), Level 3 (Developing), Level 4 (Expanding), Level 5 (Bridging), and Level 6 (Reaching). In addition, there are six proficiency levels for dual identified students who take the Alternate ACCESS: A1 (Initiating), A2 (Exploring), A3 (Engaging), P1 (Entering), P2 (Emerging), and P3 (Developing). ELs identified as N/A did not receive an overall composite score to determine an English proficiency level because they took one or more sections (domains) of the ACCESS or Alternate ACCESS assessment, but not all.

Please note that in some cases, deviation is necessary in order to meet the needs of students enrolled in various schools across the District. Schools are advised to refer to the program expectations and rostering/scheduling guidelines provided below to support effective ESL program implementation:

- a. [K-8 Program Expectations](#)
- b. [High School Expectations](#) and [Rostering Guidelines](#)

Schools that have a partial ESL teacher allocation from FTE are encouraged to make a school-based purchase to create a whole position at the school. Such purchases should be communicated to the Executive Director of Multilingual Curriculum and Programs (OMCP), Dr. Miulcaeli Batista (mbatista@philasd.org). 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.

Please note that an itinerant teacher allotment cannot be paired with a school purchase.

Food Services Division

The Food Service Division provides daily K-12 breakfast, lunch, and twilight dinner meals to 117,000 District, charter and private schools students in 256 full-service and satellite meal locations.

All 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 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. Itinerant allocations can not be combined with school based/enrollment driven 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 eight District high schools including Martin Luther King, Overbrook, Roxborough, South Philadelphia, Frankford, Swenson (Air Force), Ben Franklin (Navy), and 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 require parental permission. Students receive elective credit for their participation. Schools receive JROTC instructors at an equally shared cost. 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 Cadet Command funds uniforms, instructional materials, equipment, and activities. In addition to the curriculum, JROTC Instructors are required to provide extracurricular activities. JROTC has been approved to administer the Leadership National Occupational Competency Testing Institute (NOCTI) exam which allows students to earn a work-readiness credential in leadership. 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:

- The school's enrollment
- The daily medical needs of students
- 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, and 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 includes 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 2024-25, the District will support PreK classrooms at over 170 sites across the City, including 71 school buildings. School-based programs are staffed with one certified lead teacher and one qualified assistant teacher 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.

Psychologists

School psychologists conduct evaluations of students with a suspected disability. School Psychologists also conduct reevaluations for students who currently receive special education support and services. IDEA requires a reevaluation every three years, or sooner, if deemed necessary for all students with disabilities through their Individualized Education Plan (IEP). School Psychologists also provide support and consultation to service providers including school teams for 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 support 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 to 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 students with high incidence disabilities, such as Speech and Language Impairment. School Psychologist assignments are reviewed throughout the school year and adjustments may be made when necessary, based on students' needs.

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, climate data, 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:

- number of students who receive special education supports and services enrolled at the school
- type of special education program, supports, and services students receive
- level of special education service provided to the students
- Age and grade range of students enrolled in the programs

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).

Regulations specify the maximum number of students on a special education teacher’s caseload for caseload/case management purposes. It is possible for a special education teacher/case manager 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. The District allocates special education teachers within these caseload requirements.

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

The Office of Special Education and Diverse Learners supports the above recommendations and works to support schools in ensuring the least restrictive environment for students receiving special education support and services. Principals serve as the Local Educational Agency (LEA) representative for their respective schools/buildings.

Principals needing support for implementation of Special Education Services should contact their Special Education Network Director and/or the Chief of Special Education and Diverse Learners, Dr. Nathalie Neree, at nneree@philasd.org.

21st Century Schools Model

The schools participating in this model include: John Bartram High School, Overbrook High School, and West Philadelphia High School. Additional staffing, programming, and rosters are coordinated with the support of The Office of Postsecondary Readiness.

The 21st Century Learning Schools model consists of instructional and experiential designs aligned to prepare students for postsecondary readiness. These designs enable students to determine a career pathway upon entering high school, focused on work-based experiences, use of innovative technology modalities, mentoring, project-based learning, variation in assessment and application of learning, and courses aligned to graduation requirements, postsecondary employment, postsecondary education, or a combination thereof. The design will enable District staff – school-based and Central Office – to actively engage with business and non-profit organizations within the city of Philadelphia, as potential employers, to enable the optimal capacity of students’ potential for effective post-secondary plans.

Moreover, this model integrates the mastery of content that allows students to consistently access high leverage critical thinking skills: synthesizing, evaluating, and producing. Students in the 21st Century Schools learn in a global classroom that expands beyond the four traditional walls. Through this side-by-side classroom and field experience, students are able to demonstrate their ability to articulate and apply what they are learning in the classroom to their specific career pathway(s). Additionally, leveraging coaching between the field and the classroom elevates the preparation that encourages student success. The combined exposure provides students with a four-dimensional perspective, establishing a concrete foundation built through 1) instruction 2) awareness 3) exposure 4) experience, allows students to develop persistence and retention as related to career experiences.

GRANTS

The District will continue with spending flexibility in the 2024-25 school year for Title I funds and for schools that are designated as Comprehensive Support and Improvement (CSI) and receiving School Intervention Grant (SIG) funds. 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 federal dollar budget development and spending guidance for the 2024-25 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 Office of Management and Budget (OMB) 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 Office of Curriculum and Instruction.
- 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). PDE recalculated the federal school designation categories for the 2023-24 SY. Fifty-six schools were designated as CSI; 34 schools continued with the CSI designation from previous years while 22 schools were newly designated as CSI. All 56 schools received a CSI allocation from the School Intervention Grant (SIG) of funds for the 2023-24 SY. At this time, the 56 CSI designated schools will continue with the CSI designation into the 2024-25 SY and will continue to receive an allocation. However, the PDE allocation of SIG funds for CSI designated schools decreased in the 2023-24 SY while the number of schools allocated funds increased. The current allocation of SIG funds to the CSI designated schools is unsustainable and those allocations will be decreasing in the 2024-25 SY.
- In addition, PDE may recalculate the CSI criteria and Exit some number of schools for the 2024-25 SY. If this occurs, schools will be notified.
- Eight schools designated as CSI in the 2022-23 SY were Exited by PDE to take effect for the 2023-24 SY. Those 8 schools received a 50% CSI allocation of funds for the 2023-24 SY with the explicit statement that they would drop to “zero” allocation for the 2024-25 SY. Those 8 schools will receive no CSI SIG allocation for the 2024-25 SY.
- A “Hold Harmless” provision is in effect that precludes a school’s Title I poverty tier allocation from being reduced by more than 5% between the 2023-24 and 2024-25 school years from the allocation received via the poverty tiers.

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 could include, but are not limited to:

- Teachers (full or partial) of any subject matter
- Counselors or nurses (full or partial)
- Assistant Principals
- Supportive Services Assistants (SSAs) or any related climate support positions (full or partial)

All teachers and instructional paraprofessional personnel paid with Title I funds must be Appropriately State Certified (ASC). The Talent Office and Grant Compliance Office will work to ensure that only ASC staff are being paid from Title I.

Professional Development (PD) / Extra-curricular (EC) / 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 Pennsylvania’s academic content and achievement standards. A schoolwide program school (nearly 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. The planned purchases of all funding is then recorded on a Federal Budget Addendum that comprises 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, effective December 1, 2021, the federal documentation requirements for supplemental pay (PD/EC) has applied to Operating funds as well for ALL schools.

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 a change in approach, 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 teachers, 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
- 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, Supportive Services Assistants, and 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 \$18 per parent

for breakfast; \$20 for lunch and no more than \$36 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 (PD/EC) for teachers to run workshops
- Books for parents that support instruction
- Activities and manipulatives for parents to use at home with their children
- Travel for parents to attend Title I allowable conferences
- Printing Title I allowable parent newsletters
- Mailing costs for Title I parent communications (through District's mail—do not purchase stamps)
- Limited Contract Agreements (as per the School District of Philadelphia policy) for speakers to provide Title I allowable workshops for parents
- Workshops on core content; understanding standards and assessment; Title I; technology; participating in writing the school plan; 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 meetings 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
- 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
- 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.

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

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	89.78% - 100.00%	\$1,346
2	83.13% - 89.23%	\$1,070
3	73.01% - 82.94%	\$857
4	66.49% - 72.94%	\$686
5	13.11% - 65.98%	\$548

- To calculate each school’s total Title I(A) allocation, the per pupil poverty 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 adjust 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 2023-24 and 2024-25 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 Hold Harmless funds from the prior year, or 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 school improvement designation and support plan. The criteria for designation was modified by PDE for the 2023-24 SY, as approved by the US Department of Education. The new criteria will continue into the next several school years as well.

Fifty-six schools have been designated by the Pennsylvania Department of Education (PDE) as CSI. Of the 56 schools, 34 schools will continue with the CSI designation while 22 schools are newly designated as CSI. All 56 schools will receive a CSI allocation of funds for the 2024-25 SY. Eight schools currently designated as CSI have been Exited from the designation per the PDE recalculation. Those 8 schools received a 50% CSI allocation of funds for the 2023-24 SY with the explicit plan to drop them to a zero allocation in the 2024-25 SY. Those 8 schools will receive no allocation the 2024-25 SY or thereafter. Every year going forward, PDE will recalculate the CSI designation criteria and additional schools may be Exited.

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.
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 priorities. The push-ins for the 2024-25 school year are as follows:
 - Reading Specialists – 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 – High schools identified to be 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. All kindergarten teachers paid from Title I must be Appropriately State Certified.

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 school plans and improve student achievement. All school budgets must be:

1. aligned to the School Planning Document;
2. developed in consultation with the school’s School Advisory Council 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.

After school budget allocations are released to Principals, in order to build the school budget for the following school year, the Principal or designee shall share the budget plan with the Building Committee prior to the final submission of the budget.

School plans must articulate a vision for how all school resources - including operating and grant funds - will be used to (1) implement District approved strategies and actions in alignment with the District's strategic plan, *Accelerate Philly*, and (2) address challenges identified in the needs assessment portion of the school planning process, which consists of a data review and root cause analyses for all of the District's stated priority areas. All schools should follow the planning framework and timeline 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 that school plans are aligned to both *Accelerate Philly* as well as the school's root cause issues ('Why' statements) during the school budget development period and throughout the school year. Detailed spending plans naming specific activities, funding source, and alignment to goal areas should be detailed for all funds.

During implementation, schools requesting material budget changes to the focus of the school 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 Contract Approval

- Contracts regarding instructional support, college and career readiness, and instructional materials/services require pre-approval from the Deputy Superintendent of Academic Services.
- Professional services, purchased by schools via a Limited Contract Agreement ([LCA- guidance memo](#)), and approved by the Division of Academic Services, must align to the actions of the Board's Goals and Guardrails and Schoolwide Plans.
 - Professional services are not intended to supplant existing school supports (example, District-provided coaches, College and Career Readiness Coordinators, Professional Learning Specialists, etc.). Professional Learning Specialists, assigned to the Learning Networks by the Office of Professional Learning, will support ELA/English and Mathematics instruction and the continued implementation of the Academic Framework and the Curriculum Units.
 - Prior to scheduling any professional services, the expectation is that school 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 in the near future.

Student Support Services

The Office of Students Support Services supports a range of evidence-based programming at each Tier of the Multi-Tier Systems of Support (MTSS) pyramid. This programming addresses the Board of Education's Goals & Guardrails, most directly by supporting Guardrails 1 – 4 through a focus on a welcoming school climate, social-emotional learning, positive relationships, mental & behavioral health, family connections, and other critical supports for student success.

Tier 1 Guidance for Welcoming School Climate & Social-Emotional Learning

The District provides support for a number of Tier 1 climate approaches, including: Culturally Responsive PBIS (CR-PBIS), Relationships First (restorative-justice practices), Schoolwide Social and Emotional Learning (SW-SEL), pro-social recess, and youth voice and leadership.

Based on their schools' goals, leaders may consider including the following in their budgets. Any climate programming included in the school budget must align with the Schoolwide Plan and be identified in collaboration with staff from the Office of Student Supports. Please note, all K-8 schools are required to implement at least 20 minutes of recess daily. The Office of School Climate & Culture has provided budgeting guidelines for implementation below.

Tier 1 Supports for Climate and Social-Emotional Learning		
Approach	Element	Cost
All Tier 1 climate approaches specified in school plan	Summer pay for 10-month school staff to engage in climate planning and training (up to 30 hours total staff time in July & August)*	No cost to schools
	Sept – June: EC pay for school staff to participate in before or after school meetings or PD. 2 hours/month for up to 10 staff members/school.	
Culturally Responsive PBIS	<ul style="list-style-type: none"> • School District PBIS Coach • Student incentive/acknowledgement funds @ \$20/student • PBIS Rewards software licenses for each student 	No cost to schools
	Additional funds for student incentives/acknowledgments See: Budget Considerations for District-Coached CR-PBIS schools	Up to \$1,500 per school
Relationships First	School District Relationships First Coach	No cost to schools
	1 full day of startup training is recommended during the summer, but not required	EC time for school staff (or schedule during reorg week – discuss with your RF coach)
Pro-social Recess Support (provided in collaboration with Playworks)	<ul style="list-style-type: none"> • Training and ongoing coaching for Climate Managers • Training for School Climate Staff • Access to Keep Playing online resource • Multiple recess & lunch consultation visits throughout the year 	No cost to K-8 schools
	Playworks Coach Program <ul style="list-style-type: none"> • Full-time on-site trained Americorps member to facilitate fun, positive recess. 	\$44,000
	Playworks Team-up Program <ul style="list-style-type: none"> • Playworks Site Coordinator on-site <u>five</u> days/month <ul style="list-style-type: none"> ○ model and teach strategies, games, and systems to develop and sustain pro-social recess ○ Works alongside recess staff and teachers. • A Playworks Program Manager works directly with school administration and Climate & Culture Coaches to guide recess implementation at each site. • Support in key areas: <ul style="list-style-type: none"> ○ Direct consultative support ○ Recess staff training 	\$24,000

	<ul style="list-style-type: none"> ○ Junior Coach Leadership Program ○ Class game time 	
	<p>Playworks Team-up+ Program</p> <ul style="list-style-type: none"> ● Playworks Site Coordinator on-site <u>ten</u> days/month <ul style="list-style-type: none"> ○ model and teach strategies, games, and systems to develop and sustain pro-social recess ○ Works alongside recess staff and teachers. ● A Playworks Program Manager works directly with school administration and Climate & Culture Coaches to guide recess implementation at each site. ● Support in key areas: <ul style="list-style-type: none"> ○ Direct consultative support ○ Recess staff training ○ Junior Coach Leadership Program ○ Class game time 	\$44,000

* Summer climate planning must be coordinated with the Office of School Climate & Culture. Details forthcoming.

Please note that Central Office purchased HIBster to support bullying and harassment monitoring and prevention cases. **Other software may not be substituted.**

In addition to the programs listed above, the following climate/SEL-related programs are approved by the Office of School Climate & Culture and may be purchased with school funds:

- Second Step
- Class Dojo
- Leader in Me
- Responsive Classroom
- Inner Strength (Mindfulness) - Some schools may be eligible to receive this service at no cost. Interested schools should contact Executive Director of School Climate and Culture, Shannon Ellis (sellis@philasd.org)
- Mind-up
- Calm
- Headspace (free for Teachers)

The Office of School Climate & Culture will provide an updated list of approved vendors once the SEL RFP is complete. All other program purchases require approval, please contact Shannon Ellis at sellis@philasd.org.

Tier 2 Guidance for Programming

Schools that do not have adequate staff to deliver Tier 2 services may wish to consider purchasing a behavioral health counselor or STEP Clinical Coordinator. In addition, schools planning to implement the supported Tier 2 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. For more information, please contact Deputy of Prevention, Intervention and Trauma, Jayme Banks (jbanks2@philasd.org):

Intervention	Purpose	Annual Cost
Check-in, Check out	Persistent Problem Behavior in Classroom Settings (Grades K-12) Check-In, Check-Out (CICO) is a school-based intervention for providing daily support and monitoring to students who are at risk for developing serious or chronic problem behavior.	No Cost to the School
Cognitive Behavior Intervention For Trauma In Schools (CBITS)	Trauma (Grades 4-12) 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 *Only staff with Masters in Counseling or Behavioral Health Field are able to be trained in this intervention.	\$500 per staff trained
Bounce Back	Trauma (Grades K-5) 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 children exposed to trauma. *Only staff with Masters in Counseling or Behavioral Health Field are able to be trained in this intervention.	\$500 per staff trained
Calm Cat	Anxiety/Stress (Grades K-5) Calm Cat is a relaxation skills training for students in grades K-5 who experience anxiety or stress.	No Cost to Schools
Resilience Education Program (REP)	Anxiety/Depression (Grades 6-8) The Resilience Education Program (REP) is a cognitive behavior therapy group intervention combined with a check-in program for students in grades 6-8 who experience internalizing problems, like anxiety or depression.	No Cost to Schools
Social, Academic, Emotional Behavior Risk Screener (SAEBRS)	Universal Screener (Grades K-12) The Social, Academic, Emotional Behavior Risk Screener (SAEBRS) is a brief tool supported by research for universal screening for behavioral and emotional risk. It may be used to evaluate student functioning in terms of overall general behavior or within the inter-related narrow domains of social, academic and emotional behavior.	No Cost to Schools

Tier 2/3 Guidance for Mental & Behavioral Health, and Trauma Supports

General guidelines for budget planning include the following:

- Community Behavioral Health (CBH), a City Department, is providing all schools with behavioral health support in 2024-2025. 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.
- 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. If you have additional questions regarding STEP, please contact Tiffany Clarke at tclarke@Philasd.org.

Based on the goals and approaches identified in their school plans, leaders may consider using budgeted funds to purchase the following:

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.

Training	Description	Cost
Trauma 101 (2 hours) : An Overview of Trauma Informed Care	<p>Research shows that 67% of the population has experienced at least one Adverse Childhood Experience. These trauma-based adversities are predictive of a multitude of toxic physical, mental and social outcomes throughout a person’s lifetime. As a society and as individuals, we need to be better informed and prepared to prevent and address the traumatic impact of childhood adversities. In this multimedia, interactive workshop, professionals work together to build a powerful image that helps them appreciate the complex nature of trauma and its aftermath.</p>	\$1,700
Trauma 102 (3 hours): Basic Skills of Trauma-Informed Care	<p>Building on information provided in Trauma 101, professionals expand their understanding of trauma and are provided specific skills that enhance abilities to interact in emotionally and relationally healthy ways with people impacted by trauma. As professionals become trauma-aware, they have a responsibility to prevent, avoid and respond to trauma. In this hands-on, interactive workshop professionals are provided opportunities to implement and practice the skills presented.</p>	\$1,700
Trauma 103 (2 hours): Recognizing Vicarious and Secondary Trauma in Professionals	<p>The emotional and physical cost of being an engaged and empathetic professional can be an occupational hazard. Considering the potential impact of vicarious and secondary trauma, compassion fatigue and burn-out, professionals are provided with critical steps in identifying signs and symptoms of each. Additionally, practical skills and a commitment to self-care are an integral part of this interactive workshop.</p>	\$1,700
Trauma 105 (2 hours): Introduction to Trauma for Parents/Caregivers	<p>Parents and Caregivers can play an important role in helping children recover from traumatic events. This workshop is designed to provide parents and caregivers with introductory information about the impact of trauma and the power of relationships to help children heal. The more parents and caregivers understand how trauma affects children, the more they will understand the reasons for kids’ behaviors and emotions, and the more they will be able to help them cope.</p>	\$1,700
Trauma 106: An Introduction to Trauma for Youth	<p>Creating safe and supportive environments for youth involves educating youth on why people behave the way they do. Incorporating basic information about the impact of trauma and identifying some basics of brain structure provide the foundation for youth to better understand themselves and those around them. A highly engaging and interactive strengths-based activity assists youth in identifying their present self and encourages them to set healthy emotional and relational goals for their future self.</p>	\$1,700

Training	Description	Cost
Trauma 107 (4 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, participants will identify forces that contribute to behaviors that build or decrease emotional health in individuals and systems.	\$2,700
Trauma 108 (4 hours): Trauma and Racism	This workshop integrates trauma principles while highlighting the profound impact of racism, offering ideas with regard to the responsibilities of white and BIPOC to actively promote anti-racism and social equality. 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.	\$2,700
NeuroLogic	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: NeuroLogic	\$11,000

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

Limited Contract Agreements

A Limited Contract Agreement (LCA) allows schools/departments to contract for services including professional development and related materials, site rentals, and software/technology expenditures up to and including \$20,000.

Before considering contracting for any service, principals are to ensure that (1) the service is clearly aligned to the school’s goals as written in the 2024-2025 School Plan and (2) there are no other comparable services or tools that have been vetted and approved that the school can purchase.

With the support of the Assistant Superintendent and Associate Superintendent of School Performance, principals can purchase programs outside of the approved list via a Limited Contract Agreement (LCA). Please see this memo [LCA Process \(Principals\)](#) for detailed directions. Please note, any LCAs to purchase software must follow the same purchasing window so that implementation aligns with the academic school year. In addition, some programs will be denied because they would have to go through a competitive bid process. As noted in the memo, it can take up to 4-6 weeks to fully execute an LCA. **Use of the product or service cannot begin until the request for the Limited Contract is fully signed and the purchase order is created.**

The established purchasing deadline for approved online instructional resources and any software purchase requested via an LCA is Friday, September 30, 2024. Any new purchases after that date will not be approved.

Please note, schools purchasing software with an LCA will need to work with the supplier to set up student accounts and also work with the supplier to plan any needed professional development. The supplier will also need to provide any needed technical support given the program is not a District-wide adopted program.

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 2024-25 Scheduling Handbook](#)
- [HS 2024-25 Scheduling Handbook](#)

Purchasing Guidelines for Instructional Digital Resources

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. Please refer to this document for questions regarding what software, digital tools, or Apps will be supported and/or paid for via a central budget.

[Purchasing Guidelines for Instructional & Digital Resources for SY 24-25](#)

Purchasing Guidelines for Classroom Technology Hardware

Computer Hardware and Accessories

- **Charging Carts AND Charging Cables:**
 - Schools are encouraged to purchase storage /charging carts with charging cables for their chromebooks. Please see [here](#) for the current price list and purchasing information.
- **Chromebooks:**
 - Prior to the beginning of the school year, each school's computer inventory will be used to determine how many, if any, Chromebook are needed to ensure the school begins the year at 110% inventory.
 - It is critical that each school's SIS Computer inventory is kept updated and accurate so that the chromebook data pulled to make this determination reflects the school's true need.
 - There is a monthly pick up at each school of damaged chromebooks and at that time repaired devices are dropped off to ensure a school has 110% of devices on hand.
 - Additional Chromebook purchases by schools will not be approved, since all schools will be 1:1 with an additional 10% of chromebooks available in order to replace damaged chromebooks.
- **Laptops:**
 - Schools DO NOT need to purchase laptops unless there is a specific program need.
 - Laptops have been provided for all of the following titles: Principals, Assistant Principals, Teachers, Counselors, Climate Managers, School Psychologists, Behavioral Health Counselors, Academic Coaches, Nurses, and Secretaries. Laptop purchases will not be approved for the 2023-2024 year unless there is a specific program need.
- **SMART Boards:**
 - Schools should not purchase SMART Boards.
 - Over the course of the next 6 months, *every classroom instructional space* will be outfitted with a SMART Board. Training and coaching will also be provided.

Technology End-of-Life

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 has a specific end-of-life and should be disposed of properly at that time.

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, Teacher and Administrator laptops, or SMART Boards as these are being provided centrally.

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

- SMART Boards with Projectors
- Microsoft Windows Laptops and Desktops running Windows 7 or older and Apple Macbooks and iMacs model year 2012 or older.

Approximate Useful Life by Category

Device	Useful Life*	Notes
SMARTBoard (Interactive display Panel)	10 Years*	
Desktop or Laptop	5 years*	Schools DO NOT need to and SHOULD NOT replace Laptops for teachers, administrators, counselors, nurses, or climate managers out of their budgets at this time as they are being provided centrally.
Tablet or Chromebook**	4 years*	Schools DO NOT need to and SHOULD NOT replace Chromebooks for students out of their budgets at this time as they are being provided centrally.

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

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

STAFFING GUIDELINES

Teachers, Counselors, and Librarians

Identifying Transfers

Step 1:

Principals review their 2024-25 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 teachers / counselors / librarians within the affected appointment area(s) will be transferred. Teachers /counselors / librarians are identified for movement using the following groupings:

- Most Senior: Those teachers /counselors / librarians not on special assignment and certified in the content area(s) they are teaching.

- Next Most Senior: Those teachers / counselors / librarians not on special assignment and emergency certified in the content area they are teaching.
- Next Most Senior: Those teachers / counselors / librarians on special assignment and certified in the content area(s) they are teaching.
- Least Senior: Those teachers /counselors / librarians 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. Retentions for Early Access Site Selection Schools were due on January 8, 2024. Retentions for all other schools are due on March 31, 2024. *(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.)* If a school wishes to keep a teacher / counselor / librarian at the school and has missed the date to retain the employee, the school can invite the individual to a site selection interview, if there is a position available.

Step 5:

The Talent Operations 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 / counselor / librarian who was transferred from the school can be restored to the position. If the teacher / counselor / librarian rescinded his or her right to return, as indicated by their signature on the site selection form or by communicating with staffing@philasd.org, the position will be filled by the processes detailed below.

Filling Vacancies

During spring site selection, all schools can site-select for full-time teacher, counselor, and librarian vacancies. During spring site selection, all schools can site-select for full-time teacher, counselor, and librarian positions where the individual appointed to the role is on a leave of six weeks or longer. Schools can only site-select for partial positions once seniority movement has ended. All individuals hired into teacher/ counselor positions after July 1, 2024 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
 - An individual who is a pending certification drop (meaning, they are at risk for being terminated due to their failure to meet certification requirements) will be identified as a force-transfer if they do not provide evidence that they will resolve their certification concern.
 - That individual will be able to site select into a content area where they are currently certified in PA.
 - That individual will not be eligible to site select for the same content area where they are at risk for being terminated until their certification issues are resolved. Talent Partners will not

approve site selections for individuals who are pending certification drops until they have confirmed that this individual can get needed certification from the Office of Certification.

- In rare cases, that individual may be able to site select for a content area where they could be approved for a new emergency certificate. Talent Partners should not approve site selections for individuals in situations like this until the Office of Certification has confirmed that a new emergency certificate is possible.
- Voluntary Transfers
 - An appointed certified teacher / counselor / librarian who has two years of location seniority at non-Renaissance Schools
 - An appointed certified teacher / counselor / librarian working in a Renaissance School or an Acceleration 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 / counselor / librarian 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 / counselor / librarian who has applied for and is eligible for restoration to service

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/>. All known vacancies at the start of spring site selection will be posted by April 1, 2024.

Principals of schools with vacancies should review the pools of eligible candidates and use their site selection committee processes to interview and select candidates for their vacancies. Principals should also use the principal view list, which can be shared by Talent Partners, to review interested candidates who may not have directly applied to roles in their schools. Newly identified candidates are added to the bottom of the list on a daily basis.

Schools are encouraged to start the hiring process as positions become available. Early Access Site Selection will conclude on March 15, 2024. Principals may begin [submitting site selections](#) for Spring Site Selection to the Talent Partner Team on April 1, 2024. The Talent Partner Team will honor site selections on a rolling basis. Once a principal submits a site selection, the Talent Partner Team honors the site selection, and the teacher/ counselor/ librarian accepts the position, and the teacher/ counselor/ librarian is no longer eligible for site selection. **If someone accepts a site selection and is an internal, current teacher, please be advised that they may still be eligible for voluntary transfer, retention, or rights to return at other locations unless they rescind these pending transfers.** The Talent Management 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/ librarian/counselor accepts the position.

To address candidates who sign multiple site selection forms, schools should be advised that:

- An offer to sign a site selection form expires after three (3) business days;
- Principals cannot rescind site selection forms once they have been submitted; and
- In the event that multiple site selections are submitted for the same candidate, the first signed site selection submitted will be honored.

Principals, we strongly encourage you to ask if candidates have signed other site selection forms.

Site selection for voluntary transfers closes on Friday, May 24, 2024. Site selection for forced transfers and external hires closes on Friday, June 21, 2024.

Please note that teachers can move as forced transfers and voluntary transfers on June 27th and June 28th 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. These individuals would not be on special assignment. The best possible way for principals to ensure that they have the right individuals in their building is for them to aggressively work to fill all open roles and to support current and future staff in ensuring that they return/ start for the 2024-2025 academic year.

Non-Teachers/ Counselors/ Librarians

Identifying Transfers

Step 1:

Principals review their 2024-25 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 Management Team confirms the specific staff members to be transferred/ identified for lay-offs and the vacant positions for each school. For PFT and 634 positions, the least senior individuals in given positions will be the individuals transferred first. (Please note that seniority is not always determined by time in an individual school building, as individuals may have taken location seniority with them based on prior transfers.) 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 within the Staffing Management System 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 4:

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 5:

The Talent Management Team works with Principals to ensure 634-represented individuals who will have hours changed as a result of allocation adjustments are given the chance to remain in their school buildings and to choose positions with more or fewer hours. (Communications regarding hours changes for Student Climate Staff must happen in writing, not via email, from Principals to Student Climate Staff.)

The Talent Operations Team notifies PFT-represented individuals who will have hours changes as a result of allocation adjustments, which allows those individuals to remain in their current schools, but also requires a change in hours.

Step 6:

The Talent Operations Team notifies force-transferred/displaced individuals of their status and clarifies the process through which they can be placed into new positions. Typically, we aim 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 Pennsylvania 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.

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

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.

Bilingual and Dual Language Program (DLP) Teachers

SDP has established two levels of bilingual designation (Bilingual I and Bilingual II). Each designation specifies defined levels of language proficiency as required by the position and can be applied to all occupational groups within the District. The Bilingual II designation is required for teachers that provide instruction in the target language. Teacher allocation may be based on the number of teachers providing target language. In some cases, deviation from bilingual teacher allocation may be necessary in order to meet the needs of students enrolled in various schools across the District.

DLP teachers who provide instruction in Spanish, either in a self-contained or partner teacher model, must pass the Bilingual II screening implemented by OMCP. This screening should occur before the site selection paperwork is signed (or assignments are made within a school). Keep in mind:

- Schools must designate the vacant positions for teachers providing instruction in the target language as Bilingual II.
- Schools should make every effort to employ bilingual staff that can communicate in the home language(s) of the students and families represented in the school through designating vacant positions as Bilingual I.

Bilingual Designation	Description	Language Skills/Abilities:
Bilingual I	Proficient oral skills and basic literacy skills in the target language.	<p>Speaking: Able to participate in formal and informal conversation.</p> <p>Listening: Able to understand the main facts and details of spoken language.</p> <p>Reading: Can read and derive meaning from general texts.</p> <p>Writing: Able to write notes and/or letters and general texts.</p>
Bilingual II	Advanced oral and literacy skills that can provide instruction in the target language.	<p>Speaking: Demonstrates strong command of spoken speech.</p> <p>Listening: Comprehends complex speech with ease and confidence.</p> <p>Reading: Can read and fully comprehend complex text.</p> <p>Writing: Can write complex discourse with significant precision and detail.</p>

Staffing Guidelines for Part-Time Employees

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 spent 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.

FY25 Average Teacher Cost

Classification Group Name	Title Name	FTE	Salary Amount	Benefit Amount	Salary and Benefits Total
Teacher	Teacher, Full Time	6,956	\$575,364,952	\$365,567,176	\$940,932,128
Teacher	Teacher, Spec Education	1,601	\$130,161,809	\$83,130,779	\$213,292,588
Teacher	Teacher, Demonstration	88	\$8,296,638	\$5,077,871	\$13,374,509
Teacher	School Counselor, 10 Months	386	\$32,488,733	\$20,535,540	\$53,024,273
Teacher	Teacher, Demonstration, Spec Ed	17	\$1,570,532	\$966,600	\$2,537,132
	FY25 Projected	9,048	\$747,882,664	\$475,277,966	\$1,223,160,630
	Average Cost (Rounded)		\$82,600	\$52,500	\$135,100

Benefit costs are calculated in three groups:

- 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 decrease from 34.00% of salaries in FY24 to 33.90% of salaries in FY25. 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 41.55% of salaries for FY25, down from 41.65% in FY24.
 - Total percentage of salaries for variable rates set externally for FY25: 41.55%
- 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 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 FY24 to FY25.
 - Total percentage of salaries for variable rates set by the SDP for FY25: 4.245%
- 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 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	2025
Social Security	7.650%
PSERS	33.900%
Worker's Compensation	2.076%
Termination Pay	1.261%
Salary Continuation Insurance	0.267%
Sabbatical Leave	0.591%
Unemployment Compensation	0.050%
Variable Rate	45.795%

Per Capita Benefits

Philadelphia Federation of Teachers – PFT	2025
Medical	\$10,030.17
Self Injectables	\$1501.27
Mental Health (LYRA)	\$102.67
Health & Welfare (H&W)	\$3,916.46
Legal	\$165.00
Life Insurance Premium	\$14.73
Per Capita Benefits – PFT	\$15,730.29

Commonwealth Association of School Administrators - CASA	2025
Medical	\$11,165.15
Mental Health (LYRA)	\$102.67
Health & Welfare (H&W)	\$4,794.63
Life Insurance Premium	\$73.73
Per Capita Benefits – CASA	\$16,136.18

Non-Represented	2025
Medical	\$8,878.63
Mental Health (LYRA)	\$102.67
Health & Welfare (H&W)	\$3,557.18
Life Insurance Premium	\$60.63
Per Capita Benefits – Non-Represented	\$12,599.11

School Police Association of Philadelphia - SPAP	2025
Medical	\$7,350.79
Mental Health (LYRA)	\$102.67
Health & Welfare (H&W)	\$3,162.75
Life Insurance Premium	\$46.50
Legal	\$145.00
Per Capita Benefits – School Police	\$10,807.70

Local 1201/32BJ	2025
Medical	\$15,695.97
Mental Health (LYRA)	\$102.67
Health & Welfare (H&W)	\$242.28
Life Insurance Premium	\$34.03
Legal	\$188.00
Per Capita Benefits – Local 1201/32BJ	\$16,262.95

Local 634 – Cafeteria	2025
Medical	\$3,889.53
Mental Health (LYRA)	\$102.67
Health & Welfare (H&W)	\$2,047.50
Life Insurance Premium	\$32.18
Legal	\$134.31
Per Capita Benefits – Cafeteria	\$6,206.18

Local 634 - Student Climate Staff, Less than 5 Hour Positions	2025
Mental Health (LYRA)	\$102.67
Health & Welfare (H&W)	\$1249.92
Life Insurance Premium	\$18.79
Short Term Disability Insurance	\$173.50
Legal	\$134.31
Per Capita Benefits – Student Climate Staff, Less than 5 Hours	\$1679.19

Local 634 - Student Climate Staff, 5 or More Hour Positions	2025
Mental Health (LYRA)	\$102.67
Medical	\$1,642.45
Health & Welfare (H&W)	\$1249.92
Life Insurance Premium	\$43.59
Short Term Disability Insurance	\$173.50
Legal	\$134.31
Per Capita Benefits – Student Climate Staff, 5 or More Hours	\$3,346.44

Supportive Services Assistants - Part-Time	2025
Self Injectables	\$1,305.45
Mental Health (LYRA)	\$102.67
Health & Welfare (H&W)	\$3,916.46
Life Insurance Premium	\$1.24
Legal	\$165.00
Per Capita Benefits – SSAs	\$5,490.82

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 the position matrix below.

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?	2025 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	\$117,600	\$70,000	\$187,600	CASA	\$98,719	Yes	Yes	We are not yet sure that Principals will be able to choose Assistant Principals who are not already working as Assistant Principals when Assistant Principal hiring begins on April 1, 2024. Principals will receive updated information regarding their ability to hire from the eligibility list as more information is understood regarding the total number of Assistant Principal positions available for the 2024-2025 academic year.	Yes	TBD	Principal
Assistant Program Coordinator	\$40,200	\$33,600	\$73,800	PFT	\$31,782	Yes	Yes	No	Yes	TBD	Talent
Assistant Program Coordinator- 12 months	\$54,600	\$40,000	\$94,600	PFT	\$38,139	Yes	Yes	No	Yes	TBD	Talent
Bilingual Counseling Assistant	\$36,800	\$32,100	\$68,900	PFT	\$25,688	Yes, can purchase a full-time role or request a partial to buy up their allocation to full-time	No	No	Yes	TBD	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?	2025 Displaced/Forced Transfer Movement Session Date	If a vacancy isn't filled with a displaced/forced employee, who makes hiring decision for this role?
Classroom Assistant	\$32,100	\$30,000	\$62,100	PFT	\$23,474	Yes	No	No	Yes	TBD	Talent
Climate Support Specialist	\$37,800	\$32,600	\$70,400	PFT	\$23,474	Yes	No	No	Yes	TBD	Talent
Community Relations Liaison	\$43,600	\$34,200	\$77,800	PFT	\$23,797	Yes	No	No	Yes	TBD	Talent
Counselor, Behavioral Health	\$82,600	\$52,500	\$135,100	PFT	\$51,568	Yes	Yes	Yes (Note: In addition to standard screening conducted by the Office of Talent, site selection for this position cannot be approved until the Office of Prevention and Intervention has confirmed eligibility.)	No	June 27-28	Principal
Counselor, Elementary Counselor, Secondary	\$82,600	\$52,500	\$135,100	PFT	\$51,568	Yes	Yes	Yes (Note: In addition to standard screening conducted by the Office of Talent, site selection for this position cannot be approved until the Office of Prevention and Intervention has confirmed eligibility.)	No	June 27-28	Principal
Farmer	\$52,500	\$39,100	\$91,600	PFT	\$33,462	Yes	No	No	Yes	TBD	Talent
Instructor, JROTC	\$86,700	\$52,300	\$139,000	PFT	Varies	Yes	Yes	No	Yes	TBD	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?	2025 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 Assistant	\$44,800	\$35,700	\$80,500	PFT	\$23,797	Yes	No	No	Yes	TBD	Talent
Nurse	\$85,000	\$53,600	\$138,600	PFT	\$51,568	Yes	Yes	No (Note: All nurses hired after 8/16 in a given school year are considered on special assignment and will be identified to choose placement for the upcoming school year.)	Yes	TBD	Talent
Principal	\$164,000	\$91,800	\$255,200	CASA	\$145,913	Yes	Yes	No	N/A	N/A	Assistant Superintendent
Program Coordinator - 10 month	\$46,800	\$34,000	\$80,800	Non-Rep	\$40,868	Yes	No	No	No	N/A	Principal
Program Coordinator - 12 month	\$55,900	\$38,300	\$94,100	Non-Rep	\$49,041	Yes	No	No	No	N/A	Principal
School Climate Liaison	\$55,100	\$40,300	\$95,400	PFT	\$46,923	Yes	No	No	Yes	TBD	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?	2025 Displaced/Forced Transfer Movement Session Date	If a vacancy isn't filled with a displaced/forced employee, who makes hiring decision for this role?
School Climate Manager	\$89,500	\$57,100	\$146,600	CASA	\$71,574	Yes	No	We are not yet sure that Principals will be able to choose Climate Managers who are not already working as Climate Managers when Climate Manager hiring begins on April 1, 2024. Principals will receive updated information regarding their ability to hire from the eligibility list as more information is understood regarding the total number of Climate Manager positions available for the 2024-2025 academic year.	Yes	March 31-on	Principal
School Improvement Support Liaison	\$41,100	\$34,000	\$75,100	PFT	\$29,068	Yes	No	No	Yes	TBD	Talent
School Operations Officer, 10 Month	\$53,500	\$38,600	\$92,100	PFT	\$37,444	Yes	No	No. Note: This position does not report to the Principal.	Yes	N/A	Talent
Secretary I, 10 Month	\$38,100	\$32,700	\$70,800	PFT	\$26,351	Yes	No	No	Yes	TBD	Talent
Secretary III, 10 Month	\$48,200	\$37,200	\$85,400	PFT	\$31,186	Yes	No	No	Yes	TBD	Talent
Special Education Assistant	\$31,400	\$29,700	\$61,100	PFT	\$23,474	No	No	No	Yes	TBD	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?	2025 Displaced/ Forced Transfer Movement Session Date	If a vacancy isn't filled with a displaced/force d employee, who makes hiring decision for this role?
Support Team for Educational Partnership (STEP) Clinical Coordinator	\$78,600	\$48,600	\$127,200	Non-Rep	\$67,273	Yes	Yes	Principal Interviews for the Position, offer from STEP Director.	No	N/A	Principal
STEP School Behavior Consultant	\$64,000	\$41,900	\$105,900	Non-Rep	\$46,208	Yes	Yes	Principal Interviews for the Position, offer from STEP Director.	No	N/A	Principal
STEP Case Manager	\$56,000	\$38,200	\$94,200	Non-Rep	\$50,512	Yes	Yes	Principal Interviews for the Position, offer from STEP Director.	No	N/A	Principal
STEP Family Peer	\$36,200	\$29,200	\$65,400	Non-Rep	\$26,788	Yes	Yes	Principal Interviews for the Position, offer from STEP Director.	No	N/A	Principal
Student Climate Staff, 3 Hours	\$10,800	\$6,600	\$17,400	634	\$9,858 /16.21 hr	Yes	No	No	Yes	TBD	Talent
Student Climate Staff, 4 Hours	\$14,500	\$8,200	\$22,700	634	\$13,144 /16.21 hr	Yes	No	No	Yes	TBD	Talent
Student Climate Staff, 5 Hours	\$18,100	\$11,000	\$29,100	634	\$16,430 /16.21 hr	Yes	No	No	Yes	TBD	Talent
Student Climate Staff, 6 Hours	\$21,700	\$12,800	\$34,500	634	\$19,716 /16.21 hr	Yes	No	No	Yes	TBD	Talent
Student Climate Staff, 7 Hours	\$25,300	\$14,900	\$40,200	634	\$23,002 /16.21 hr	Yes	No	No	Yes	TBD	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?	2025 Displaced/Forced Transfer Movement Session Date	If a vacancy isn't filled with a displaced/forced employee, who makes hiring decision for this role?
Supportive Services Assistant, 3 Hours (General/Attendance)	\$10,400	\$10,300	\$20,700	PFT	\$9,777 /\$15.95 hr	Yes	No	No	Yes	TBD	Talent
Supportive Services Assistant, 4 Hours	\$13,900	\$11,800	\$25,700	PFT	\$13,036/ \$15.95 hr	Yes	No	No	Yes	TBD	Talent
Teacher, Demonstration	\$82,600	\$52,500	\$135,100	PFT	\$52,516	Yes, for Demonstr. Schools only	Yes	Yes (Note: Individuals must be eligible for demonstration positions in order to be site selected. These individuals will answer questions and upload a video of their teaching to be screened by the Office of Talent to confirm their eligibility.)	No	June 27-28	Principal
Teacher, Elementary Grade	\$82,600	\$52,500	\$135,100	PFT	\$51,568	Yes	Yes	Yes	No	June 27-28	Principal
Teacher, Library Science	\$82,600	\$52,500	\$135,100	PFT	\$51,568	Yes	Yes	Yes	No	June 27-28	Principal
Teacher, Special Education, Learning Support	\$82,600	\$52,500	\$135,100	PFT	\$52,516	Yes	Yes	Yes	No	June 27-28	Principal

NOTE- In accordance with collective bargaining agreements, the teacher allotment is \$200 per teacher type position and there is a \$50 allotment for all paraprofessional positions. Information regarding which positions qualify for the \$50 allotment for paraprofessionals can be found [HERE](#).

APPENDIX B: CONTACT INFORMATION

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