

SCHOOL REFORM COMMISSION
PUBLIC MEETING
RESOLUTION SUMMARY

DECEMBER 14, 2017

I. SCHOOL REFORM COMMISSION

SRC-1 (Updated 12.8.17)

Proposed Student Expulsion – N. M.

RESOLVED, that Student N.M. shall be *temporarily expelled* from the School District of Philadelphia effective upon enrollment back into the Philadelphia School District, and lasting six (6) months thereafter, and be it

FURTHER RESOLVED, that Student N.M. *shall not* be permitted to return to the school where the incident took place, and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law shall be made a part of Student N.M.'s permanent school record, and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law on file with the school and the minutes of the School Reform Commission be adopted.

SRC-2 (Updated 12.8.17)

Proposed Student Expulsion – D. W.

RESOLVED, that Student D.W. *shall not* be expelled from the School District of Philadelphia, and be it

FURTHER RESOLVED, that Student D.W. *shall not* be permitted to return to the school where the incident took place, and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law shall be made a part of Student D.W.'s permanent school record, and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law on file with the school and the minutes of the School Reform Commission be adopted.

SRC-3 (Revised 12.7.17)

Adoption of Proposed Policies: Policy 314: (NEW): Pre-employment Physical Examinations; Policy 203.1: HIV Infection and Pupils; Policy 210: Use of Medication/Medication Technology; Policy 235: Student Rights and Responsibilities; Policy 314.1: HIV Infection and Employees; Policy 323: Tobacco; Policy 610: Purchases Subject to Bid/Quotation; Policy 611: Purchases Budgeted; Policy 612: Purchases Not Budgeted; Policy 807: Opening Exercises/Flag Displays

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, December 6, 2017. Please reference the Resolution Number and include your name and email address.

*Resolution SRC-10 will be considered a "walk-on".

RESOLVED, that the School Reform Commission hereby adopts the following SRC Policy, in the form attached, effective December 14, 2017:

Policy 314: (NEW): Pre-employment Physical Examinations

FURTHER RESOLVED, that the School Reform Commission hereby adopts amendments to the following SRC Policies, in the forms attached, effective December 14, 2017:

Policy 203.1: HIV Infection and Pupils
Policy 210: Use of Medication/Medication Technology
Policy 210.1 Possession/Use of Emergency Medications
Policy 235: Student Rights and Responsibilities
Policy 314.1: HIV Infection and Employees
Policy 323: Tobacco
Policy 610: Purchases Subject to Bid/Quotation
Policy 611: Purchases Budgeted
Policy 612: Purchases Not Budgeted
Policy 807: Opening Exercises/Flag Displays

Description: The School Reform Commission establishes general parameters in which the daily operations of the School District are to be governed. As such, the policies (listed above and attached) have been revised and updated to align with current local, state and federal law.

These amendments to policies were developed with the support of the Pennsylvania School Boards Association (PSBA), pursuant to a contract entered into with PSBA pursuant to Resolution SRC-5, approved by the SRC on May 19, 2016. PSBA offers a comprehensive Policy Development Service that updates the SRC's Policy Manual.

Additionally, policies have been reviewed and recommended by the SRC Policy Committee, pursuant to Resolution SRC-4, approved by the SRC on March 16, 2017. The SRC Policy Committee reviews and makes recommendations to the SRC concerning all matters related to developing, updating, and recommending policies for the School District.

The policy development process consists of an in-depth analysis of the existing adopted policies maintained by the School District in relation to the requirements of federal and state laws and regulations; the impact of court and arbitration decisions and recommendations based on governance, liability and educational issues.

SRC-4 (Updated 12.7.17)

Review of Proposed Policies: Policy 138 English Development/Bilingual Education Program; Policy 235.1 Surveys; Policy 335 Family and Medical Leaves; Policy 624 Capital Asset; Policy 212 Reporting of Student Progress; Policy 218.1 Weapons; Policy 342 Jury Duty; Policy 806 Child Abuse; Policy 811 Bonding (FOR REVIEW – NO ACTION)

RESOLVED, that the School Reform Commission hereby adopts the following SRC Policy, in the form attached, effective January 18, 2018:

Policy 138 English Development/Bilingual Education Program

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Policy 235.1 Surveys
Policy 335 Family and Medical Leaves
Policy 624 Capital Asset

FURTHER RESOLVED, that the School Reform Commission hereby adopts amendments to the following SRC Policies, in the forms attached, effective January 18, 2018:

Policy 212 Reporting of Student Progress
Policy 218.1 Weapons
Policy 342 Jury Duty
Policy 806 Child Abuse
Policy 811 Bonding

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SRC-5

Proposed Amendment to 2018-2019 Academic Calendar

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to amend the 2018-2019 Academic Calendar, originally authorized by Resolution No. SRC-4, approved by the School Reform Commission on December 15, 2016, to change the first day for Kindergarten pupils from September 5, 2018 to August 27, 2018 to align with the ratified Collective Bargaining Agreement between the Philadelphia Federation of Teachers and the School District of Philadelphia. The amended Academic Calendar is the following:

1. The sessions for teachers and non-administrative school-based personnel begin August 20, 2018, and close June 5, 2019, totaling 188 days.

School-based personnel will not be required to be in school on the following holidays and non-working days: September 3, 2018, September 10, September 19, November 12, November 22 through November 23, December 24 through December 31, January 1, 2019, January 21, February 18, April 18 through April

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22, May 14, and May 27.

2. The sessions for Kindergarten, elementary and secondary pupils (grades K through 12) begin August 27, 2018, and close June 4, 2019, totaling 180 instructional days.

3. In the event that schools are closed due to inclement weather or other emergency circumstances, April 18, 2019 (make-up day #1) and April 22, 2019 (make-up day #2), and the required number of days thereafter will be days of pupil and staff attendance to satisfy the requirement of 180 instructional days.

4. The first day for Pre-Kindergarten, Head Start and Bright Futures pupils will be August 27, 2018.

5. The first day for Kindergarten pupils will be August 27, 2018.

6. There shall be four (4) meeting free interview days and one (1) reorganization day for all kindergarten teachers prior to the first student day at the beginning of each school year. Also in the 2018-19 school year and 2019-2020 school year, kindergarten teachers may elect to work one (1) additional meeting free interview day to be scheduled prior to the first day of the teacher work year, subject to approval by his/her principal or designee, and for which they will receive their daily rate of pay.

7. Students will not be in attendance on the following days: September 3, 2018, September 10, September 19, November 6, November 12, November 22 through November 23, December 24 through December 31, January 1, 2019, January 18, January 21, February 18, April 18 through April 22, May 14, and May 27.

8. Administrative Offices will be open Monday through Friday, with the exception of the following holidays and non-working days: July 4, 2018, September 3, September 10, September 19, November 12, November 22 through November 23, December 25, December 31, January 1, 2019, January 21, February 18, April 19, and May 27.

The following is the calendar for all schools, Pre-Kindergarten Programs, and Kindergarten Programs for the 2018 - 2019 school year:

August 20, 2018 First Day for Staff

August 20-22, 2018 District-wide Professional Development

August 20-23, 2018 Kindergarten Parent/Teacher Interviews

August 23, 2018 School-based Professional Development

August 23, 2018 Ninth Grade Orientation

August 24, 2018 Reorganization (Academic Year Preparation, K-12)

August 27, 2018 First Day for Grades K-12 Student Attendance

August 27, 2018 Head Start and Bright Futures Student Attendance

August 31, 2018 Professional Development Half Day (3-Hour Early Dismissal)

September 3, 2018 Labor Day Administrative Offices and Schools Closed

September 10, 2018 Rosh Hashanah - Schools and Administrative Offices Closed

September 19, 2018 Yom Kippur Schools and Administrative Offices Closed

September 21, 2018 2019-2020 School Selection Process Begins

October 8-10, 2018 Interim Reports

November 2, 2018 2019-2020 School Selection Process Ends

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November 6, 2018 Election Day: Full Day Professional Development (Staff Only)
November 7-9, 2018 Report Card Conferences
November 12, 2018 Veterans Day Observed Schools and Administrative Offices Closed
November 22-23, 2018 Thanksgiving Holiday Schools and Administrative Offices Closed

December 24, 2018 Winter Recess Schools Closed
December 25, 2018 Winter Recess Schools and Administrative Offices Closed
December 26-28, 2018 Winter Recess Schools Closed
December 31, 2018 Winter Recess Schools and Administrative Offices Closed

January 1, 2019 New Year's Day Schools and Administrative Offices Closed
January 3-7, 2019 Interim Reports
January 18, 2019 Professional Development Day Staff Only
January 21, 2019 Dr. Martin Luther King Day Schools and Administrative Offices Closed

February 13-15, 2019 Report Card Conferences
February 18, 2019 Presidents Day Schools and Administrative Offices Closed

March 1, 2019 Professional Development Half Day (3-Hour Early Dismissal)
March 13-15, 2019 Interim Reports
March 29, 2019 Professional Development Half Day (3-Hour Early Dismissal)

April 15-17, 2019 Report Card Conferences
April 18, 2019 Spring Recess Schools Closed
April 19, 2019 Good Friday Schools and Administrative Offices Closed
April 22, 2019 Spring Recess - Schools Closed

May 8-10, 2019 Interim Reports
May 10, 2019 Professional Development Half Day (3-Hour Early Dismissal)
May 14, 2019 Pennsylvania Primary Election Day (Tentative) Schools Closed
May 27, 2019 Memorial Day Schools and Administrative Offices Closed
May 31, 2019 Graduation Window

June 3-4, 2019 Graduation Window
June 4, 2019 Last Day for Students
June 5, 2019 Last Day for Staff

Number of Days Scheduled - Student Attendance:

July 2018 0
August 2018 5
September 2018 17
October 2018 23
November 2018 18
December 2018 15
January 2019 20
February 2019 19

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March 2019 21
April 2019 19
May 2019 21
June 2019 2

TOTAL - 180 Student Attendance Days
Number of Days Scheduled Teacher Attendance:
July 2018 0
August 2018 10
September 2018 17
October 2018 23
November 2018 19
December 2018 15
January 2019 21
February 2019 19
March 2019 21
April 2019 19
May 2019 21
June 2019 3

TOTAL 188 Teacher Attendance Days

Description: This resolution seeks authorization of approval from the School Reform Commission to amend the 2018-2019 Academic Calendar.

SRC-6

Operating Budget: \$30,000 Contract Amendment with Lawrence Kutys – Auditor

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of Contract No. 0811/F17, originally entered into with Lawrence Kutys pursuant to Resolution No. SRC-2, approved by the School Reform Commission on March 16, 2017 by increasing the dollar amount of the contract by an additional \$30,000 from the \$70,000 approved in Resolution SRC-2, to an amount not to exceed \$100,000, for the period March 17, 2017 through June 30, 2018.

Description: The Office of Inspector General (OIG) requires the continued services of an auditor with experience in governmental agency administration and law enforcement background to conduct advanced level programmatic, compliance and forensic audits to promote accountability, ethics, integrity and efficiency in the School District. Funds available under the current contract for these services provided by Lawrence Kutys will expire on or about December 31, 2017. It is expected that additional funding by amendment of the contract will carry the necessary services through to the end of fiscal year 2018.

Mr. Kutys will continue to provide services to include but are not limited to conducting accurate and thorough programmatic, compliance and performance audits; interviewing employees, contractors and third parties to ascertain facts for carrying out audits within established timeframes and operate within the policies of the School District. Mr. Kutys will also continue to act as a liaison with various federal, state and local law enforcement agencies and serve as a source of advice in all aspects of financial auditing techniques and forensic audits involving OIG investigations.

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**Resolution SRC-10 will be considered a “walk-on”.*

ABC Code/Funding Source	\$30,000.00
1100-043-9970-236H-3311-FY17 (\$40,000)	
1100-043-9970-236H-3311-FY18 (\$30,000)	
1100-043-9970-236H-3311-FY18 (\$30,000)	

SRC-7 (Updated 12.14.17)**Proposed Charter School Revocation – Khepera Charter School)**

WHEREAS, pursuant to the Charter School Law (“CSL”), 24 P.S. § 17-1701-A et seq., the School Reform Commission (“SRC”) of The School District of Philadelphia (“School District”) granted a Charter to KHEPERA CHARTER SCHOOL (“Khepera” or “Charter School”) in 2004 to operate a charter school; and

WHEREAS, the SRC renewed the Charter School’s Charter in 2009 and in 2014 with twenty-two (22) conditions; and

WHEREAS, members of the Charter Schools Office (“CSO”) of the School District have reviewed the academic performance, organizational compliance and viability, and fiscal health and sustainability of Khepera during the term of the current Charter and have concluded that there are grounds for the SRC to commence revocation proceedings against the Charter School under Section 1729-A of the CSL; and

WHEREAS, in compliance with Section 1729-A of the CSL, the SRC, by Resolution No. SRC-17, approved on June 15, 2017, resolved that there were substantial grounds for revocation of Khepera’s charter, set forth the reasons supporting such revocation, scheduled a hearing in this matter and authorized the appointment of a hearing officer to conduct the hearing, before the SRC would take formal action regarding revocation of Khepera’s charter; and

WHEREAS, a Hearing Officer was appointed on June 29, 2017 and held a public hearing on August 10, 11 and 18, and September 8, 11 and 12, 2017, during which testimony and exhibits were received regarding whether Khepera’s charter should or should not be revoked; and

WHEREAS, on August 17, 2017, the SRC adopted Resolution SRC-14, adding additional grounds for revocation of Khepera’s Charter while the hearing was underway; and

WHEREAS, at Khepera’s request, presentation of evidence regarding the additional grounds was deferred until the September 2017 hearing dates to provide sufficient time for the parties to prepare their presentations regarding those grounds; and

WHEREAS, a 30-day public comment period was provided following the conclusion of the hearing; and

WHEREAS, pursuant to the CSL, Khepera has been permitted to remain in operation pending the outcome of these proceedings; and

WHEREAS, on December 1, 2017, the Hearing Officer certified the record of the hearing and submitted a report to the SRC recommending revocation of Khepera’s Charter, including findings of fact, conclusions of law and a proposed adjudication; and

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WHEREAS, the SRC has reviewed all of the testimony and exhibits admitted during the hearing, the Hearing Officer's Report, including its Findings of Fact and Conclusions of Law, the submissions by all interested parties, and the only public comment received; and

WHEREAS, this matter is now ripe for decision; now be it

RESOLVED, that Khepera's Charter is REVOKED; and be it

FURTHER RESOLVED, that that the SRC adopts the attached Hearing Officer's Report, including its Findings of Fact and Conclusions of Law, as the reasons for this decision; and be it

FURTHER RESOLVED, that in the event Khepera timely appeals this decision to the State Charter School Appeal Board ("Appeal Board"), pursuant to the requirement contained in Section 1729-A(f) of the CSL, the Charter shall remain in effect and Khepera shall be permitted to remain open pending the conclusion of its appeal before the Appeal Board. In the event that Khepera does not appeal this decision to the Appeal Board, Khepera shall cease all operations pursuant to a dissolution plan and timetable established by the School District, under the direction of the Office of General Counsel. Said dissolution plan shall be presented to the SRC within sixty (60) days of the date of this Resolution.

SRC-8 (Updated 12.14.17)

Application for Charter Renewal – Olney Charter High School

WHEREAS, in January, 2010, the School Reform Commission ("SRC") adopted the Renaissance Schools Initiative Policy, which authorized the SRC to grant Renaissance charters as part of the Renaissance Schools Initiative of The School District of Philadelphia ("School District"); and

WHEREAS, Olney High School – East and Olney High School - West (collectively, "Olney High School") had been identified as School District schools which needed fundamental change through the Renaissance Schools Initiative to facilitate a transformation of the learning environment; and

WHEREAS, the purpose of the Renaissance Schools Initiative was to dramatically improve the learning environment in underperforming School District schools to create highly effective schools that provide exceptional opportunities for student academic achievement and preparedness for success in college and the workforce; and

WHEREAS, for charter schools participating in the Renaissance Schools Initiative, in order to adhere to the mission of the Renaissance Schools Initiative and to maintain high levels of accountability, academic requirements could exceed performance targets for non-Renaissance charter schools; and

WHEREAS, pursuant to the Charter School Law, 24 P.S. § 17-1701-A *et seq.*, the SRC granted a charter to OLNEY CHARTER HIGH SCHOOL ("Olney" or "Charter School") in 2011 to operate Olney High School as a charter school for a five-year term commencing on July 1, 2011; and

WHEREAS, Olney is managed by ASPIRA of Pennsylvania, Inc. ("ASPIRA, Inc."), a charter management organization ("CMO");

WHEREAS, Olney submitted a renewal application to the Charter Schools Office ("CSO") of the School District in October 2015, and Olney seeks renewal of its Charter; and

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**Resolution SRC-10 will be considered a "walk-on".*

WHEREAS, members of the CSO have reviewed the academic performance, organizational compliance and viability, and fiscal health and sustainability of Olney during the existence of the Charter School and have recommended to the SRC that there are grounds for the SRC not to renew the Charter under Section 1729-A of the Charter School Law; and

WHEREAS, the following are grounds for nonrenewal of Olney's Charter and termination of the charter agreement, pursuant to Section 1729-A(a) of the Charter School Law:

1. During the 2012-2013 school year, the first year of administration of Keystone exams for high school students in Pennsylvania, 30.0% of Olney 11th grade students who took the Algebra I Keystone exam scored proficient or advanced. During the 2013-2014 school year, 25.0 % of Olney 11th grade students who took the Algebra I Keystone exam scored proficient or advanced. During the 2014-2015 school year, 21.1% of Olney 11th grade students who took the Algebra I Keystone exam scored proficient or advanced. During the 2015-2016 school year, 24.0% of Olney 11th grade students who took the Algebra I Keystone exam scored proficient or advanced. During the 2016-2017 school year, 16.50% of Olney 11th grade students who took the Algebra I Keystone exam scored proficient or advanced. Thus, from the 2012-2013 school year to the 2016-2017 school year, the percent of 11th grade students at Olney scoring proficient or advanced on the Algebra I Keystone exam based on the banked accountability score method decreased by 13.50 percentage points.

2. During the 2012-2013 school year, the first year of administration of Keystone exams for high school students in Pennsylvania, 38.0% of Olney 11th grade students who took the Literature Keystone exam scored proficient or advanced. During the 2013-2014 school year, 40.0% of Olney 11th grade students who took the Literature Keystone exam scored proficient or advanced. During the 2014-2015 school year, 25.3% of Olney 11th grade students who took the Literature Keystone exam scored proficient or advanced. During the 2015-2016 school year, 33.7% of Olney 11th grade students who took the Literature Keystone exam scored proficient or advanced. During the 2016-2017 school year 20.5% of Olney 11th grade students who took the Literature Keystone exam scored proficient or advanced. Thus, from the 2012-2013 school year to the 2016-2017 school year, the percent of 11th grade students at Olney scoring proficient or advanced on the Literature Keystone exam based on the banked accountability score method decreased by 17.5 percentage points.

3. During the 2012-2013 school year, 5.0% of Olney 11th grade students who took the Biology Keystone exam scored proficient or advanced. During the 2013-2014 school year, 14.0% of Olney 11th grade students who took the Biology Keystone exam scored proficient or advanced. During the 2014-2015 school year, 11.0% of Olney 11th grade students who took the Biology Keystone exam scored proficient or advanced. During the 2015-2016 school year, 15.6% of Olney 11th grade students who took the Biology Keystone exam scored proficient or advanced. During the 2016-2017 school year, 7.4% of Olney 11th grade students who took the Biology Keystone exam scored proficient or advanced. Thus, from the 2013-2014 school year to the 2016-2017 school year, the percent of 11th grade students at Olney scoring proficient or advanced on the Biology Keystone exam based on the banked accountability score method decreased by 6.6 percentage points.

4. The Algebra I Keystone exam banked 11th grade accountability proficiency rates for Olney did not exceed the banked 11th grade accountability proficiency rate for students in School District schools in the 2012-2013 school year, the 2013-2014 school year, the 2014-2015 school year, the 2015-2016 school year, and the 2016-2017 school year. The banked 11th grade accountability proficiency rates for the

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School District for the Algebra I Keystone were 42.2% in 2012-2013, 42.6% in 2013-2014, 43.3% in 2014-2015, 48.2% in 2015-2016 and 38.7% in 2016-2017.

5. The Literature Keystone exam banked 11th grade accountability proficiency rates for Olney did not exceed the banked 11th grade accountability proficiency rate for students in School District schools in the 2012-2013 school year, the 2013-2014 school year, the 2014-2015 school year, the 2015-2016 school year, and the 2016-2017 school year. The banked 11th grade accountability proficiency rates for the School District for the Literature Keystone were 56.2% in 2012-2013, 56.1% in 2013-2014, 54.4% in 2014-2015, 60.9% in 2015-2016 and 48.8% in 2016-2017.

6. The Biology Keystone exam banked 11th grade accountability proficiency rates for Olney did not exceed the banked 11th grade accountability proficiency rate for students in School District schools in the 2012-2013 school year, the 2013-2014 school year, the 2014-2015 school year, the 2015-2016 school year, and the 2016-2017 school year. The banked 11th grade accountability proficiency rates for the School District for the Biology Keystone were 21.5% in 2012-2013, 28.3% in 2013-2014, 33.3% in 2014-2015, 40.5% in 2015-2016 and 36.5% in 2016-2017.

7. The Algebra I Keystone exam banked 11th grade accountability proficiency rates for Olney did not exceed the banked 11th grade accountability proficiency rate for students attending brick and mortar charter schools in Philadelphia in the 2012-2013 school year, the 2013-2014 school year, the 2014-2015 school year, the 2015-2016 school year, and the 2016-2017 school year. The 11th grade accountability proficiency rates for Charter School students in Philadelphia for the Algebra I Keystone were 39.4% in 2012-2013, 40.3% in 2013-2014, 41.7% in 2014-2015, 45.6% in 2015-2016 and 39.2% in 2016-2017.

8. The Literature Keystone exam banked 11th grade accountability proficiency rates for Olney did not exceed the banked 11th grade accountability proficiency rate for students attending brick and mortar charter schools in Philadelphia in the 2012-2013 school year, the 2013-2014 school year, the 2014-2015 school year, the 2015-2016 school year, and the 2016-2017 school year. The 11th grade accountability proficiency rates for Charter School students in Philadelphia for the Literature Keystone were 55.0% in 2012-2013, 55.3% in 2013-2014, 56.4% in 2014-2015, 60.1% in 2015-2016 and 52.8% in 2016-2017.

9. The Biology Keystone exam banked 11th grade accountability proficiency rates for Olney did not exceed the banked 11th grade accountability proficiency rate for students attending brick and mortar charter schools in Philadelphia in the 2012-2013 school year, the 2013-2014 school year, the 2014-2015 school year, the 2015-2016 school year, and the 2016-2017 school year. The 11th grade accountability proficiency rates for Charter School students in Philadelphia for the Biology Keystone were 17.7% in 2012-2013, 25.4% in 2013-2014, 29.8% in 2014-2015, 36.2% in 2015-2016 and 32.7% in 2016-2017.

10. The Algebra I Keystone exam banked 11th grade accountability proficiency rates for Olney did not exceed the banked 11th grade accountability proficiency rate for students attending schools in Olney's 2015-2016 School Progress Report ("SPR") peer group for the 2014-2015 school year, the 2015-2016 school year, and the 2016-2017 school year. 2015-2016 SPR peer group schools student banked 11th grade accountability proficiency rates for the Algebra I Keystone were 36.9% in 2014-2015, 41.7% in 2015-2016 and 33.6% in 2016-2017.

11. The Literature Keystone exam banked 11th grade accountability proficiency rates for Olney did not exceed the banked 11th grade accountability proficiency rate for students attending schools in Olney's 2015-2016 SPR peer group for the 2014-2015 school year, the 2015-2016 school year, and the 2016-2017

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school year. 2015-2016 SPR peer group schools student banked 11th grade accountability proficiency rates for the Literature Keystone were 52.7% in 2014-2015, 57.8% in 2015-2016 and 47.0% in 2016-2017.

12. The Biology Keystone exam banked 11th grade accountability proficiency rates for Olney did not exceed the banked 11th grade accountability proficiency rate for student's attending schools in Olney's 2015-2016 SPR peer group for the 2014-2015 school year, the 2015-2016 school year, and the 2016-2017 school year. 2015-2016 SPR peer group schools student banked 11th grade accountability proficiency rates for the Biology Keystone were 21.2% in 2014-2015, 29.0% in 2015-2016 and 26.4% in 2016-2017.

13. Olney's School Performance Profile ("SPP") score was 53.5 in the 2012-2013 school year, the first year an SPP score was generated by the Pennsylvania Department of Education ("PDE"), 49.6 in the 2013-2014 school year, 39.0 in the 2014-2015 school year, 41.4 in the 2015-2016 school year, and 37.9 in the 2016-2017 school year. All of Olney's SPP scores were in the lowest SPP category of 60 or below and all were significantly below a SPP score of 70, the minimum SPP score PDE has identified as meeting academic performance expectations.

14. Olney's SPP scores in the 2012-2013 school year, the 2013-2014 school year, the 2014-2015 school year, the 2015-2016 school year, and the 2016-2017 school year were below the average SPP building level score for all School District-operated schools including CTE programs. The School District school building level average SPP score was 57.5 in 2012-2013, 57.3 in 2013-2014, 52.7 in 2014-2015, 52.7 in 2015-2016, and 52.8 in 2016-2017.

15. Olney's SPP scores in the 2012-2013 school year, the 2013-2014 school year, the 2014-2015 school year, the 2015-2016 school year, and the 2016-2017 school year were below the average SPP building level score for all Philadelphia brick and mortar charter schools. The Philadelphia brick and mortar Charter School building level average SPP score was 66.0 in 2012-2013, 63.6 in 2013-2014, 57.6 in 2014-2015, 56.8 in 2015-2016, and 58.0 in 2016-2017.

16. Olney did not meet the Pennsylvania academic growth standard, the Average Growth Index ("AGI"), on the Algebra I Keystone exam in the 2014-2015 and 2016-2017 school years.

17. Olney did not meet the Pennsylvania academic growth standard, the AGI, on the Literature Keystone exam from the 2012-2013 school year through the 2016-2017 school year.

18. Olney did not meet the Pennsylvania academic growth standard, the AGI, on the Biology Keystone exam from the 2014-2015 school year through 2016-2017 school year.

19. When comparing Olney student academic achievement levels to the State's Annual Measureable Objectives ("AMOs") in Algebra I and Literature for the 2013-2014 school year, the last year in which PDE made AMO information available, Olney did not meet the AMO targets on either the Algebra I Keystone exam or the Literature Keystone exam for any of the nine student subgroups identified (Historically Underperforming, Individualized Education Plan ("IEP"), English Language Learner, Economically Disadvantaged, Male, Female, Asian, Black or African American and Hispanic) except Asian students on the Algebra I Keystone exam and Asian and female students on the Literature Keystone exam.

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20. Olney's four-year high school graduation rate dropped 24.3 percentage points during the Charter Term from the 2011-2012 school year to the 2013-2014 school year. Olney's four-year high school graduation rate as reported by PDE was 77.5% in the 2011-2012 school year, 58.2% in the 2012-2013 school year, and 53.2% in the 2013-2014 school year. Olney's graduation rate was lower than the rate for students attending schools in the 2014-2015 SPR peer group in both the 2012-2013 school year and the 2013-2014 school year.

21. Olney's four-year high school graduation rate, calculated from data as reported to the School District by Olney, increased by 4.8 percentage points from the 2014-2015 to the 2016-2017 school year however it was lower than the rate for students attending schools in Olney's 2015-2016 SPR peer group and the School District's graduation rate in the 2014-2015 school year and the 2015-2016 school year. Olney's four-year high school graduation rate, calculated from data as reported to the School District by Olney, was 60.2% in the 2014-2015 school year, 65.4% in the 2015-2016 school year and 65.0% in the 2016-2017 school year. The four-year high school graduation rate for Olney's 2015-2016 SPR peer group was 82.0% in the 2014-2015 school year and 82.7% in the 2015-2016 school year. The four-year high school graduation rate for the School District was 74.3% in the 2014-2015 school year and 75.3% in the 2015-2016 school year.

22. Olney had a federal accountability designation of "Priority" for the 2012-2013 school year, the 2013-2014 school year and the 2014-15 school year meaning that Olney was in the lowest 5% of Title I schools based on combined Algebra I/Literature proficiencies for Keystone Exams.

23. Prior to the 2015-2016 school year, although the Charter School is a Renaissance charter school and is expected to have a mission aligned to the intent of the Renaissance Initiative, Olney changed its mission statement to replace "achievement of academic proficiency and college and career readiness" with "persevere towards excellence".

24. Olney failed to meet commitments made in its original charter application including "dramatic improvements in academic achievement," "all children enter every grade on level" and "the opportunity and achievement gap is closed for all students."

25. Olney failed to meet all program requirements for English Language Learners ("ELL") under Section 4.26 of the State Board of Education regulations in that, during the 2015-2016 school year, Olney did not have sufficient translation and interpretation services to communicate with parents in different languages; Olney did not annually administer the ACCESS assessment as required by PDE guidance; Olney's exit criteria for ELLs did not fully align with PDE guidance; Olney did not provide direct, daily instruction five days per week to ELLs; and Olney did not have an annual professional development plan for English as a Second Language staff as required under the applicable PDE guidance in the 2015-2016 school year.

26. During the charter term and into the 2016-2017 school year, Olney did not have fully compliant and equitable student admission policies in accordance with the Charter School Law and the Public School Code in that:

- a. During the charter term, as identified during the renewal evaluation in the 2015-2016 school year, the Olney student application required an applicant to provide a social security number and information about race/ethnicity, which is not permissible under PDE guidance.

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- b. During the charter term, as identified during the renewal evaluation in the 2015-2016 school year, the Olney enrollment packet required documents to be provided, such as transcripts, special education records, and physical and dental examination records, beyond the five documents that may be required under PDE guidance.
- c. As recently as the 2016-2017 school year, the Olney enrollment packet did not require submission of the five documents required before completing enrollment of a student under PDE guidance: a parent registration statement, proof of residency, proof of age, immunizations and home language survey. Olney addressed this noncompliance after receiving a Notice of Deficiency from the CSO in July 2017.

27. Renaissance performance targets in the Olney Charter related to within year student retention were not met by Olney from the 2011-2012 school year through the 2014-2015 school year. Within year retention at Olney was 83% in the 2011-2012 school year when the target was 85.8%; 79% in the 2012-2013 school year when the target was 89.3%; 85% in the 2013-2014 school year when the target was 91.1%; and 85% in the 2014-2015 school year when the target was 92.8%.

28. Renaissance performance targets in the Olney Charter related to rate of violent incidents were not met by Olney from the 2011-2012 school year through the 2014-2015 school year. The rate of violent incidents was 26.9 per 100 students in the 2011-2012 school year when the target was 9.6; 18.4 per 100 students in the 2012-2013 school year when the target was 5.7; 4.2 per 100 students in the 2013-2014 school year when the target was 3.8; and 14.1 per 100 students in the 2014-2015 school year when the target was 1.8.

29. Olney, in its renewal application, reported seven expulsions in the 2012-2013 school year, three expulsions in the 2013-2014 school year and two expulsions in the 2014-2015 school year. However, Board minutes do not indicate that the Board of Trustees for Olney approved all of the expulsions in accordance with the Public School Code and the Charter School's Bylaws.

30. Actions by an Olney student that could lead to placement in the in-school alternative placement for behavior incidents, called the Success Academy, were not identified in the 2015-2016 school year Family and Student Handbook. Further, it was reported during the site visit in November 2015 that consequences for the same behavior may vary, and staff was unclear on the process for placing students at the Success Academy in 2015-2016.

31. Olney failed to meet a commitment stated in its original charter application related to student attendance. Olney's original charter application stated, "all students are excited to attend school every day". The percent of Olney students attending 95% of more instructional days declined from 20% in the 2013-2014 school year to 15% in the 2016-2017 school year, representing a negative trend. Olney's percentile rank in the 2013-2014 school year (32nd), the 2014-2015 school year (25th), the 2015-2016 school year (26th) and the 2016-2017 school year (24th) were lower than the percentile rank for the Olney School pre-Renaissance in the 2010-2011 school year (35th).

32. The Board of Trustees of Olney failed to operate in accordance with applicable law and Olney's Bylaws and policies in that:

- a. The Olney Bylaws state that officers should be elected at the Annual Board Meeting in June. The Board of Trustees did not provide Board minutes stating that officers were

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elected at any Annual Board Meeting during the Charter Term. Although a President and Secretary were elected in June 2017, these elections do not reflect a complete slate of Board officers.

- b. Board minutes for the charter term through the renewal evaluation in the 2015-2016 school year, did not clearly state the opening and closing of Board meetings specifically for Olney, as opposed to the other three ASPIRA-managed brick and mortar charter schools; Board meetings for all ASPIRA-managed charter schools are held concurrently with specific business or approvals by individual charter school not clearly delineated.
- c. The Bylaws provide for an Executive Committee that “shall have the authority of the Board; except that no such committee shall have the authority to (i) fill vacancies on the Board or any committee thereof; (ii) amend the by-laws; (iii) approve a plan or merger; (iv) dismiss members of the Board.” This raises concerns regarding a subset of Board members acting on behalf of the entire Board on the operations and functioning of the Charter School.
- d. As public officials under the Pennsylvania Public Official and Employee Ethics Act, members of the Board of Trustees are required to complete Statements of Financial Interest annually by May 1. Olney did not provide complete Statements of Financial Interest forms in at least 10 instances for all Board members from the 2012-2013 through 2016-2017 school years. Additionally for calendar year 2016, the most recent year of submission required, Statements of Financial Interest for Olney Board members were completed, dated and signed after the due date of May 1, 2017.

33. Olney failed to meet the 100% highly qualified teacher (“HQT”) requirement as required by the No Child Left Behind Act as reported by PDE. In the 2011-2012 school year, only 85% of the PDE-specified core academic classes taught at Olney were taught by highly qualified teachers. In the 2012-2013 school year, only 78% of the PDE specified core academic classes taught at Olney were taught by highly qualified teachers. In the 2013-2014 school year, only 91% of the PDE specified core academic classes taught at Olney were taught by highly qualified teachers. In the 2014-2015 school year, only 95% of the PDE specified core academic classes taught at Olney were taught by highly qualified teachers. In the 2015-2016 school year, only 96% of the PDE specified core academic classes taught at Olney were taught by highly qualified teachers.

34. During the 2015-2016 school year, all special education instructors at Olney were not appropriately certified in violation of PDE regulations. During the 2016-2017 school year, only 27 of 34 special education instructors at Olney were appropriately certified, in violation of PDE regulations.

35. Olney’s audited financial statements were not issued on or before December 31 as required by the Pennsylvania Public School Code for three of the four reporting years in the Charter Term. The FY2012 audit was issued in April 2013; the FY2013 audit was issued in January 2014; the FY2014 audit was issued in February 2015; and the FY2016 audit was issued on February 2, 2017.

36. Olney failed to make certain required payments to the Public School Employees' Retirement System (“PSERS”) during the Charter Term and the amounts of missed payments were subsequently deducted from the School District's basic education subsidy. The School District recovered from Olney

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the following funds which Olney failed to pay to PSERS: \$34,615 in November 2012 and \$13,302 in June 2015.

37. Olney has failed to meet generally accepted standards of fiscal management and audit requirements related to short-term financial health and long-term financial sustainability in that:
- a. Olney reported inadequate cash balances, significantly below standard, in all but one year during the period FY2012 through FY2017 with less than 30 days of cash on hand in FY2012, FY2013, FY2015, FY2016, and FY2017. In no fiscal year during the period FY2012 through FY2017 did Olney meet or exceed the standard of 60 days cash on hand.
 - b. Olney had a positive net position as a percent of revenue during the period FY2012 through FY2016 but only met the standard of having at least 16.67% in two of the six fiscal years during the same period. In FY2017, Olney's net position was less than 0%.
 - c. Olney reported a total margin that was significantly below standard at -14.27% in FY2016, and Olney reported a total margin that was less than 0 in three of the six fiscal years, in FY2015, FY2016 and FY2017, during the period FY2012 through FY2017.
 - d. Olney reported a current ratio that was significantly below standard for FY2016 and FY2017 in that Olney's current ratio was less than 1.0.
 - e. Olney reported a fund balance that was significantly below standard for FY2016 and FY2017 in that Olney's fund balance was less than 0%.
 - f. Transactions between Olney and related parties (ASPIRA and other ASPIRA-managed charter schools) were not approved by the Olney Board of Trustees or the boards of trustees of the other ASPIRA-managed charter schools, and appropriate supporting documentation for such transactions were not provided to the School District or the CSO. No written contracts were executed between or among ASPIRA, the Olney Board of Trustees or the boards of trustees for the other ASPIRA-managed charter schools for the majority of funds shifted between ASPIRA-affiliated entities other than the service level agreement between ASPIRA and Olney.
 - g. Neither the Olney internal controls policy submitted with the renewal application nor the internal controls policy submitted by Olney in September 2017 specifically state which entity is responsible for which financial management duties, clearly outline roles for Olney staff versus ASPIRA staff, or state which individuals have check signing authority for Olney.
 - h. Olney was owed significant funds from ASPIRA and other ASPIRA-managed charter schools during the period FY2012 through FY2017 including \$1.63 million in FY2012, \$1.38 million in FY2013, \$984,678 in FY2014, \$2.58 million in FY2015; \$2.37 million in FY2016; and \$433,656 In FY2017. Of the funds owed from related parties, a significant portion was owed by ASPIRA, Olney's CMO. ASPIRA owed Olney \$1.5 million in FY2012, \$994,705 in FY2013, \$984,678 in FY2014, \$2.52 million in FY2015; \$2.37 million in FY2016; and \$433,656 in FY2017.

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- i. Olney owed funds to ASPIRA and other ASPIRA-managed charter schools during the period FY2012 through FY2017 including \$90,469 in FY2012, \$116,110 in FY2013, \$324,450 in FY2014; and \$38,159 in FY2017.
- j. A service level agreement between Olney and ASPIRA was not approved and signed for July 2013; ASPIRA staff reported a continuance of the 2012 agreement. The Olney Board Chair signed the July 2011 agreement in November 2011. The Olney Board Chair did not date the July 2012 agreement, but the ASPIRA Board Chair signed in January 2013. According to ASPIRA staff, for the 2015-2016 school year, the Olney Board of Trustees agreed to a 4% fee increase. However, the Olney Board of Trustees only approved a 2015-2016 Budget for Olney, not a service level agreement, and no approved or signed agreement for the 2015-2016 school year was available as of February 2016 to address the services, and the terms and conditions related to those services, to be provided by ASPIRA to Olney. During the 2016-2017 school year, Olney was invoiced by ASPIRA for administrative services and charter management fees totaling \$7,016,667 or 27% of total revenues for Olney in FY2017. In FY2015, Olney was invoiced \$2,691,922 for administrative services alone. In FY2017, Olney was invoiced \$6,085,085 for administrative services alone.
- k. Form FY2011 to present, Olney’s revenue and financial resources have been used for non-Olney purposes, in violation of the Charter School Law and the Pennsylvania Nonprofit Corporation Law. Olney was not financially independent from other ASPIRA-managed charter schools or from ASPIRA-affiliated entities. Olney is obligated under security agreements, guaranties and other financial instruments to secure the debts of other ASPIRA-managed or ASPIRA-affiliated entities. As of June 30, 2017, Olney had entered into security agreements pledging a portion of Olney's assets to secure the debt of certain related parties. The holders of the debt and the outstanding liability balances are as follows:
 - o ASPIRA: Olney’s revenue has been included in the security interest of a \$800,215 line of credit loan issued to ASPIRA. The loan matured on October 1, 2016 and was extended through October 31, 2017. The balance of the loan as of June 30, 2017 was \$800,215.
 - o ASPIRA Community Enterprises, Inc. (“ACE”): Olney is the guarantor of a \$5,005,005 mortgage loan issued to ACE for the acquisition and construction loan associated with the Antonio Pantoja Charter School. The balance on the loan was \$4,447,227 for year ended June 30, 2016 and \$4,354,757 for year ended June 30, 2017. This loan matured October 1, 2016 and was extended to October 31, 2017. This loan is in forbearance.
 - o ACE: Olney’s revenue has been included in the security interest of a \$1,742,573 mortgage loan issued to ACE. The mortgage loan matures in August 2018. The balance on this loan was \$1,239,345 as of June 30, 2016 and \$1,061,735 as of June 30, 2017.
 - o ACE/Dougherty, LLC (“ACE/Dougherty”): Olney’s revenue has been included in the security interest of a \$12,750,000 note payable issued to ACE/Dougherty for the acquisition, construction and renovation for a building for Eugenio Maria de Hostos Charter School. This loan matured October 1, 2016 and was extended

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to October 31, 2017. This loan is in forbearance. The balance on the loan was \$8,496,247 for year ended June 30, 2016 and \$8,154,432 for year ended June 30, 2017.

- l. In October 2011, a lease agreement was signed between Olney and ACE/Dougherty, LLC, the owner of 6301 North 2nd Street, which is the current location of Eugenio Maria De Hostos Charter School, for Olney to operate an Excel Academy for over-aged, under-credited students at 6301 North 2nd Street rather than at the School District-owned Olney school building. The lease outlined minimum rent of 1.2 multiplied by 12% of the landlord's debt service on the bonds. ASPIRA staff stated that this rent was determined using an enrollment-based pro-rata share of the mortgage expenses. This is a concern as enrollment can vary daily, monthly and yearly. According to the subordination and attornment agreement between ACE/Dougherty, Olney and PNC Bank, if ACE/Dougherty defaults under the loan documents, Olney shall continue making lease payments directly to PNC bank. Prior to moving to the ACE/Dougherty facility, the Excel Academy was housed at Olney during the 2014-2015 school year. As such, space is available at the Olney school building, thus, the Excel Academy program located at a different site causes unnecessary occupancy expenses for Olney. As represented in the FY2017 audited financial statements, Olney continues to occupy the space in the ACE/Dougherty facility at a rental rate of \$240,000 per year based on the lease terms.
- m. Upon request by the School District's Office of Auditing Services, Olney failed to produce fully descriptive insurance claims made and insurance claims paid information.
- n. The School District's Office of Auditing Services reported a 2012-2013 school year attendance finding of \$251,255 and a 2013-2014 school year active office roll (AOR) finding of \$108,111.24;

So be it;

RESOLVED, that there are substantial grounds for nonrenewal of the Olney Charter; and be it

FURTHER RESOLVED, that the SRC will conduct a public hearing on nonrenewal of the Charter School's Charter commencing on or about April 1, 2018, subject to rescheduling, at which hearing the School District will present evidence in support of the grounds for nonrenewal of the Charter School's Charter, and the Charter School will be given the reasonable opportunity to offer testimony and exhibits in support of why the Charter School's Charter should be renewed; and be it

FURTHER RESOLVED, that the SRC hereby delegates its authority to conduct such public hearing either to a single Commissioner, to a Committee of two Commissioners or to a Hearing Officer to be appointed by the Chair of the SRC; and be it

FURTHER RESOLVED, that the SRC or a Board of Education for the School District will take formal action on the nonrenewal or renewal of the Charter following the hearing at a public meeting, after the public has had thirty (30) days to provide comments to the SRC or a Board of Education.

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SRC-9 (Updated 12.14.17)

Application for Charter Renewal – John B. Stetson Charter School; an ASPIRA, Inc. of Pennsylvania School

WHEREAS, in January, 2010, the School Reform Commission ("SRC") adopted the Renaissance Schools Initiative Policy, which authorized the SRC to grant Renaissance charters as part of the Renaissance Schools Initiative of The School District of Philadelphia ("School District"); and

WHEREAS, the John B. Stetson School ("Stetson School") had been identified as a School District school which needed fundamental change through the Renaissance Schools Initiative to facilitate a transformation of the learning environment; and

WHEREAS, the purpose of the Renaissance Schools Initiative was to dramatically improve the learning environment in underperforming School District schools to create highly effective schools that provide exceptional opportunities for student academic achievement and preparedness for success in college and the workforce; and

WHEREAS, for charter schools participating in the Renaissance Schools Initiative, in order to adhere to the mission of the Renaissance Schools Initiative and to maintain high levels of accountability, academic requirements could exceed performance targets for non-Renaissance charter schools; and

WHEREAS, pursuant to the Charter School Law, 24 P.S. § 17-1701-A *et seq.*, the SRC granted a charter to JOHN B. STETSON CHARTER SCHOOL; AN ASPIRA, INC. OF PENNSYLVANIA SCHOOL ("Stetson" or "Charter School") in 2010 to operate the Stetson School as a charter school for a five-year term commencing on July 1, 2010; and

WHEREAS, Stetson is managed by ASPIRA of Pennsylvania, Inc. ("ASPIRA, Inc."), a charter management organization ("CMO");

WHEREAS, Stetson submitted a renewal application to the Charter Schools Office ("CSO") of the School District in October 2014, and Stetson seeks renewal of its Charter; and

WHEREAS, members of the CSO have reviewed the academic performance, organizational compliance and viability, and fiscal health and sustainability of Stetson during the existence of the Charter School and have concluded that there are grounds for the SRC not to renew the Charter under Section 1729-A of the Charter School Law; and

WHEREAS, the following are grounds for nonrenewal of Stetson's Charter and termination of the charter agreement, pursuant to Section 1729-A(a) of the Charter School Law:

1. During the 2010-2011 school year, 49.9% of Stetson students scored proficient or advanced on the Math PSSA exam. During the 2011-2012 school year, 63.5% of Stetson students scored proficient or advanced on the Math PSSA exam. During the 2012-2013 school year, 50.8% of Stetson students scored proficient or advanced on the Math PSSA exam. During the 2013-2014 school year, the last school year prior to the change in the PSSA, 36.3% of Stetson students scored proficient or advanced on the Math PSSA exam. Thus, from the 2011-2012 school year to the 2013-2014 school year, the percent of students at Stetson scoring proficient or advanced decreased by 27.2 percentage points on the Math PSSA exam

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2. During the 2014-2015 school year, under the new Common Core-aligned PSSA, 7.2% of Stetson students scored proficient or advanced on the Math PSSA exam. During the 2015-2016 school year, also under the new Common Core-aligned PSSA, 2.8% of Stetson students scored proficient or advanced on the Math PSSA exam. During the 2016-2017 school year, also under the new Common Core-aligned PSSA, 2.6% of Stetson students scored proficient or advanced on the Math PSSA exam. Thus, under the new Common Core-aligned PSSA, from the 2014-2015 school year to the 2016-2017 school year, the Charter School had a 4.6 percentage point decrease in PSSA Math proficiency.

3. During the 2010-2011 school year, 31.6% of Stetson students scored proficient or advanced on the Reading PSSA exam. During the 2011-2012 school year, 36.0% of Stetson students scored proficient or advanced on the Reading PSSA exam. During the 2012-2013 school year, 31.2% of Stetson students scored proficient or advanced on the Reading PSSA exam. During the 2013-2014 school year, the last school year prior to the change in the PSSA, 28.3% of Stetson students scored proficient or advanced on the Reading PSSA exam. From the 2011-2012 school year to the 2013-2014 school year, the percent of students at Stetson scoring proficient or advanced decreased by 7.7 percentage points on the Reading PSSA exam.

4. During the 2014-2015 school year, under the new Common Core-aligned PSSA, 18.3% of Stetson students scored proficient or advanced on the English Language Arts (“ELA”) PSSA exam. During the 2015-2016 school year, also under the new Common Core-aligned PSSA, 15.2% of Stetson students scored proficient or advanced on the ELA PSSA exam. During the 2016-2017 school year, also under the new Common Core-aligned PSSA, 12.4% of Stetson students scored proficient or advanced on the ELA PSSA exam. Thus, under the new Common Core-aligned PSSA, from the 2014-2015 school year to the 2016-2017 school year, the Charter School had a 5.9 percentage point decrease in PSSA ELA proficiency.

5. During the 2010-2011 school year, 3.6% of Stetson students in grade 8 scored proficient or advanced on the Science PSSA exam. During the 2011-2012 school year, 5.3% of Stetson students in grade 8 scored proficient or advanced on the Science PSSA exam. During the 2012-2013 school year, 9.0% of Stetson students in Grade 8 scored proficient or advanced on the Science PSSA exam. During the 2013-2014 school year, 9.0% of Stetson students in Grade 8 scored proficient or advanced on the Science PSSA exam. During the 2014-2015 school year, 8.7% of Stetson students in grade 8 scored proficient or advanced on the Science PSSA exam. During the 2015-2016 school year, 8.4% of Stetson students in Grade 8 scored proficient or advanced on the Science PSSA exam. During the 2016-2017 school year, 3.9% of Stetson students in Grade 8 scored proficient or advanced on the Science PSSA exam. Thus, from the 2014-2015 school year to the 2016-2017 school year, the Charter School had a 4.8 percentage point decrease in PSSA Science proficiency for Grade 8.

6. During the period from the 2010-2011 school year through the 2016-2017 school year, Stetson’s Math proficiency rates on the PSSA exam met or exceeded School District of Philadelphia proficiency rates in only two of the seven school years. Proficiency rates in Math on the PSSA for Grades 5 – 8 for students in School District schools were 59.3% in 2010-2011, 52.6% in 2011-2012, 48.0% in 2012-2013, 46.3% in 2013-2014, 16.2% in 2014-2015, 17.5% in 2015-2016, and 18.8% in 2016-2017.

7. During the period from the 2010-2011 school year through the 2016-2017 school year, Stetson’s Reading/ELA proficiency rates on the PSSA exam met or exceeded School District of Philadelphia proficiency rates in no school year. Proficiency rates in Reading/ELA on the PSSA for Grades 5 – 8 for

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students in School District schools were 55.8% in 2010-2011, 53.2% in 2011-2012, 44.2% in 2012-2013, 44.1% in 2013-2014, 33.4% in 2014-2015, 34.3% in 2015-2016, and 35.1% in 2016-2017.

8. During the period from the 2010-2011 school year through the 2016-2017 school year, Stetson's Science proficiency rates on the PSSA exam for Grade 8 met or exceeded School District of Philadelphia proficiency rates in no school year. Proficiency rates in Science on the PSSA for Grade 8 for students in School District schools were 26.0% in 2010-2011, 24.1% in 2011-2012, 27.4% in 2012-2013, 28.6% in 2013-2014, 28.4% in 2014-2015, 28.5% in 2015-2016, and 22.5% in 2016-2017.

9. During the period from the 2010-2011 school year through the 2016-2017 school year, Stetson's Math proficiency rates on the PSSA exam met or exceeded the Charter School sector proficiency rate in no school year. Proficiency rates in Math on the PSSA for Grades 5 – 8 for students in Philadelphia brick and mortar charter schools were 62.1% in 2010-2011, 64.9% in 2011-2012, 57.9% in 2012-2013, 54.1% in 2013-2014, 14.9% in 2014-2015, 15.2% in 2015-2016, and 17.2% in 2016-2017.

10. During the period from the 2010-2011 school year through the 2016-2017 school year, Stetson's Reading/ELA proficiency rates on the PSSA exam met or exceeded the Charter School sector proficiency rate in no school year. Proficiency rates in Reading/ELA on the PSSA for Grades 5 – 8 for students in Philadelphia brick and mortar charter schools were 57.0% in 2010-2011, 57.5% in 2011-2012, 51.1% in 2012-2013, 50.6% in 2013-2014, 38.5% in 2014-2015, 38.2% in 2015-2016, and 39.8% in 2016-2017.

11. During the period from the 2010-2011 school year through the 2016-2017 school year, Stetson's Science proficiency rates on the PSSA exam for Grade 8 met or exceeded the Charter School sector proficiency rate in no school year. Proficiency rates in Science on the PSSA for Grades 8 for students in Philadelphia brick and mortar charter schools were 31.8% in 2010-2011, 32.0% in 2011-2012, 32.8% in 2012-2013, 32.3% in 2013-2014, 32.5% in 2014-2015, 31.0% in 2015-2016, and 26.2% in 2016-2017.

12. The PSSA Math proficiency rates for Stetson did not exceed the proficiency rate for students attending schools in Stetson's 2015-2016 School Progress Report ("SPR") peer group for the 2014-2015 school year, the 2015-2016 school year or the 2016-2017 school year. 2015-2016 SPR peer group schools proficiency rates for the PSSA Math exam were 10.4% in 2014-2015, 10.4% in 2015-2016, and 11.0% in 2016-2017.

13. The PSSA Reading/ELA proficiency rates for Stetson did not exceed the proficiency rate for students attending schools in Stetson's 2015-2016 SPR peer group for the 2014-2015 school year, the 2015-2016 school year or the 2016-2017 school year. 2015-2016 SPR peer group schools proficiency rates for the PSSA ELA exam were 27.9% in 2014-2015, 27.9% in 2015-2016, and 26.4% in 2016-2017.

14. The PSSA Science Grade 8 proficiency rates for Stetson did not exceed the proficiency rate for students in Grade 8 attending schools in Stetson's 2015-2016 SPR peer group for the 2014-2015 school year, the 2015-2016 school year or the 2016-2017 school year. 2015-2016 SPR peer group schools proficiency rates for the PSSA Science exam for Grade 8 were 22.8% in 2014-2015, 22.3% in 2015-2016, and 17.4% in 2016-2017.

15. Stetson's School Performance Profile ("SPP") score was 57.3 for the 2012-2013 school year, the first year an SPP score was generated by the Pennsylvania Department of Education ("PDE"), 48.8 for the 2013-2014 school year, 37.7 for the 2015-2016 school year, and 46.5 for the 2016-2017 school year.

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PDE did not produce SPP scores for schools serving students in Kindergarten through Grade 8 for the 2014-2015 school year. All of Stetson's SPP scores were in the lowest SPP category of 60 or below, and all were significantly below a SPP score of 70, the minimum SPP score PDE has identified as meeting academic performance expectations.

16. Stetson's SPP scores in the 2012-2013 school year, the 2013-2014 school year, the 2015-2016 school year, and the 2016-2017 school year were below the average SPP building level score for all School District-operated schools. The School District school building level average SPP score was 57.5 in 2012-2013, 57.3 in 2013-2014, 52.7 in 2015-2016, and 52.8 in 2016-2017.

17. Stetson's SPP scores in the 2012-2013 school year, the 2013-2014 school year, the 2015-2016 school year, and the 2016-2017 school year were below the average SPP building level score for all Philadelphia brick and mortar charter schools. The Philadelphia brick and mortar Charter School building level average SPP score was 66.0 in 2012-2013, 63.6 in 2013-2014, 56.8 in 2015-2016, and 58.0 in 2016-2017.

18. Stetson did not meet the Pennsylvania academic growth standard, the Average Growth Index ("AGI"), on the Math PSSA exam in the 2013-2014 school year or the 2015-2016 school year.

19. Stetson did not meet the Pennsylvania academic growth standard, the AGI, on the Science PSSA for Grade 8 for the 2010-2011 school year, the 2011-2012 school year, the 2012-2013 school year, the 2013-2014 school year, the 2014-2015 school year, the 2015-2016 school year or the 2016-2017 school year.

20. When comparing Stetson student academic achievement levels to the State's Annual Measureable Objectives ("AMOs") in Math and Reading for the 2012-13 school year, Stetson did not meet the AMO targets on the Math PSSA exam or on the Reading PSSA exam for any of the eight student subgroups identified (Historically Underperforming, Individualized Education Plan ("IEP"), English Language Learner, Economically Disadvantaged, Male, Female, Black or African American and Hispanic), except for English Language Learners and Black students on the Math PSSA exam.

21. When comparing Stetson student academic achievement levels to the AMOs in Math and Reading for the 2013-2014 school year, the last year in which PDE made AMO information available, Stetson did not meet the AMO targets on the Math PSSA exam or on the Reading/ELA PSSA exam for any of the eight student subgroups identified.

22. Stetson had a federal accountability designation of "Focus" for the 2012-2013 school year, the 2013-2014 school year and the 2014-2015 school year meaning that Stetson was in the lowest 10% of Title I schools based on having the highest achievement gap for the Historically Underperforming Students annual measurable objective.

23. Stetson failed to meet commitments made in its original charter application including: "dramatic improvements in academic achievement," "all children enter every grade on level," "the opportunity and achievement gap is closed for all students" and "all students who want to go to college are ready to do so."

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, December 6, 2017. Please reference the Resolution Number and include your name and email address.

*Resolution SRC-10 will be considered a "walk-on".

24. Stetson failed to have all special education staff appropriately certified, as required by PDE regulations. According to Stetson's 2015 and 2017 Annual Reports, one special education teacher at Stetson in the 2014-2015 school year and in the 2016-2017 school year was not appropriately certified.

25. Stetson failed to have all English as a Second Language (“ESL”) instructional staff appropriately certified as required by PDE regulations. As documented in the 2016 Annual Charter Evaluation (“ACE”) based on information submitted by Stetson to the CSO, at least one ESL instructor in the 2016-2017 school year was not appropriately certified.

26. During the charter term and into the 2016-2017 school year, Stetson did not have fully compliant and equitable student admission policies in accordance with the Charter School Law and the Public School Code in that:

- d. As identified at the time of the renewal evaluation in the 2015-2016 school year, during the charter term Stetson's enrollment form previously required a parent or guardian to provide information about the child's United States citizenship status, the child's social security number, and information on whether the child has physical/educational challenges or an IEP which is not permissible under PDE guidance. Stetson's enrollment form was three pages long and required parents or guardians to respond to seven short answer questions and required the student to respond to five short answer questions, which is not permissible under PDE guidance.
- e. As of December 2017, Stetson's website provided limited time periods, Monday to Friday from 8:30 to 11:30am in person, when registration and transfers could take place at Stetson. As a Renaissance charter school, Stetson is expected to maintain an ongoing enrollment and transfer process placing students on an ordered waitlist if the Charter School has met or exceeded its enrollment cap.
- f. During the 2016-2017 school year, Stetson's enrollment materials did not require submission of proof of age, proof of residency, immunization, home language survey or parent registration statement; all five documents are enrollment materials required by PDE guidance. Stetson addressed this noncompliance with PDE guidance after July 2017, upon receiving a Notice of Deficiency from the CSO.
- g. For school years 2010-2011 through 2016-2017, Stetson implemented an enrollment policy whereby any Philadelphia resident children from grades 5 to 8 residing within, and space permitting, residing outside of Stetson's Attendance Zone, were eligible for admission to the Charter School. As a Renaissance charter school, Stetson is required to enroll students on a first come, first serve basis only from the Attendance Zone as in Stetson's Charter.

27. Stetson, in its renewal application, reported one expulsion in the 2010-2011 school year, one expulsion in the 2012-2013 school year and one expulsion in the 2013-2014 school year. However, the Board minutes for the 2010-2011 school year, the 2011-2012 school year and the 2013-2014 school year do not indicate that the Board of Trustees for Stetson approved any expulsions in accordance with the Public School Code and the Charter School's Bylaws.

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28. The Board of Trustees of Stetson failed to operate in accordance with applicable law and Stetson Bylaws and policies in that:

- e. While the Stetson Bylaws state that Board members would serve for three-year terms, two Board members served for more than three years during the period of the 2010-2011 school year through the 2016-2017 school year. A current Board member has served on the Board since the 2012-2013 school year and per Board minutes submitted to the CSO, the Board member's term expired June 30, 2016.
- f. The Stetson Bylaws state that officers should be elected at the Annual Board Meeting in June. The Board of Trustees did not provide Board minutes stating that officers were elected at any Annual Board Meeting during the Charter Term. Although a Chair and Secretary were elected in June 2017, these elections do not reflect a complete slate of Board officers.
- g. Board minutes for the charter term through the renewal evaluation in the 2015-2016 school year, did not clearly state the opening and closing of Board meetings specifically for Stetson, as opposed to the other three ASPIRA-managed brick and mortar charter schools; Board meetings for all ASPIRA-managed charter schools are held concurrently with specific business or approvals by individual charter school not clearly delineated.
- h. The Bylaws provide for an Executive Committee that "shall have the authority of the Board; except that no such committee shall have the authority to (i) fill vacancies on the Board or any committee thereof; (ii) amend the by-laws; (iii) approve a plan or merger; (iv) dismiss members of the Board." This raises concerns regarding a subset of Board members acting on behalf of the entire Board on the operations and functioning of the Charter School.
- i. As public officials under the Pennsylvania Public Official and Employee Ethics Act, members of the Board of Trustees are required to complete Statements of Financial Interest annually by May 1. Stetson did not provide complete Statements of Financial Interest forms for all Board members for all years during the Charter Term. Additionally for calendar year 2016, Statements of Financial Interest for Board members were completed, dated and signed after the due date of May 1, 2017.

29. Stetson failed to meet the 100% highly qualified teacher ("HQT") requirement during the period from the 2012-2013 school year through the 2015-2016 school year, as required by the No Child Left Behind Act as reported by PDE. In the 2012-2013 school year, only 71% of the PDE-specified core academic classes taught at Stetson were taught by highly qualified teachers. In the 2013-2014 school year, only 73% of the PDE specified core academic classes taught at Stetson were taught by highly qualified teachers. In the 2014-2015 school year, only 92% of the core academic classes at Stetson were taught by highly qualified teachers. In the 2015-2016 school year, only 89% of the core academic classes at Stetson were taught by highly qualified teachers.

30. Stetson's audited financial statements were not issued on or before December 31 for FY2012 through FY2014 and for FY2016 as required by the Pennsylvania Public School Code. The FY2012 audit

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**Resolution SRC-10 will be considered a "walk-on".*

was issued in April 2013; the FY2013 audit was issued in January 2014; the FY2014 audit was issued in February 2015; and the FY2016 audit was issued on February 2, 2017.

31. Stetson failed to make certain required payments to the Public School Employees' Retirement System ("PSERS") during the Charter Term and the amounts of missed payments were subsequently deducted from the School District's basic education subsidy. The School District recovered from Stetson the following funds, which Stetson failed to pay to PSERS: \$1,096 in March 2012, \$45,317 in June 2012, and \$240 in May 2013.

32. Stetson has failed to meet generally accepted standards of fiscal management and audit requirements related to short-term financial health and long-term financial sustainability in that:

- o. At the time of the renewal evaluation during the 2015-2016 school year, Stetson had not adopted and implemented sufficient internal controls policies. The School District's Office of Auditing Services noted no definitive internal control policy related to the allocation of disbursements servicing more than one charter school.
- p. At the time of the renewal evaluation during the 2015-2016 school year, Stetson and ASPIRA employees had debit/credit cards for use in making Stetson school purchases without specific approval and oversight processes. Discrepancies existed between how the Stetson Board of Trustees and school leadership described the process for requesting and approving use of Stetson's debit/credit card.
- q. At the time of the renewal evaluation during the 2015-2016 school year, monthly invoicing requirements set forth in the management agreement were not followed as specified during the Charter Term.
- r. At the time of the renewal evaluation during the 2015-2016 school year, the School District's Office of Auditing Services noted that transactions between Stetson and related parties (ASPIRA and other ASPIRA-managed charter schools) did not contain an indication of Board approval by Stetson, or other ASPIRA-managed charter schools, where applicable, or appropriate supporting documentation. No written contracts were in place for the majority of funds shifted between related parties outside of the management agreement between ASPIRA and Stetson. Stetson's FY2017 independent financial audit noted that any amounts owed related parties are unsecured, non-interest bearing and have no repayment terms.
- s. Stetson was owed significant funds from ASPIRA, Stetson's CMO, during the period FY2011 through FY2017 including \$495,740 in FY2011, \$790,736 in FY2012, \$1,877,802 in FY2013, \$805,449 in FY2014, \$164,835 in FY2015, and \$233,844 in 2017.
- t. As of June 30, 2011, Stetson owed \$792,796 to two other ASPIRA-managed charter schools. As of June 30, 2012, Stetson owed \$906,545 to three other ASPIRA-managed charter schools. As of June 30, 2013, Stetson owed \$1,023,195 to four other ASPIRA-managed charter schools. As of June 30, 2014, while Stetson no longer owed money to other ASPIRA-managed charter schools, Stetson was owed \$90,731 by another ASPIRA-

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managed charter school. As of June 30, 2015, Stetson owed \$31,397 to four ASPIRA-affiliated entities.

- u. Of the six metrics of short-term and long-term financial health, Stetson’s financial position was less healthy as of the end of FY2017 than as of the end of FY2015 in five of six financial metrics – Current Ratio, Average Cash Days on Hand, Net Position, Fund Balance, and Debt Ratio; only Total Margin showed improvement during that time period. During the 2016-2017 school year, Stetson was invoiced by ASPIRA for administrative services and charter management fees totaling \$3,437,773 or 28% of total revenues for Stetson in FY2017. In FY2015, Stetson was invoiced \$1,117,976 for administrative services. In FY2017, Stetson was invoiced \$3,009,297 for administrative services.

- v. From FY2011 to present, Stetson’s revenue and financial resources have been used for non-Stetson purposes, in violation of the Charter School Law and the Pennsylvania Nonprofit Corporation Law. Stetson was not financially independent from other ASPIRA-managed charter schools or from ASPIRA-affiliated entities. Stetson is obligated under security agreements, guaranties and other financial instruments to secure the debts of other ASPIRA-managed or ASPIRA-affiliated entities. As of June 30, 2017, Stetson had entered into security agreements pledging a portion of Stetson's assets to secure the debt of certain related parties. The holders of the debt and the outstanding liability balances are as follows:
 - ASPIRA: Stetson’s revenue has been included in the security interest of a \$800,215 line of credit loan issued to ASPIRA. The loan matured on October 1, 2016 and was extended through October 31, 2017. The balance of the loan as of June 30, 2017 was \$800,215.
 - ASPIRA Community Enterprises, Inc. (“ACE”): Stetson is the guarantor of a \$5,005,005 mortgage loan issued to ACE for the acquisition and construction loan associated with the Antonio Pantoja Charter School. The balance on the loan was \$4,447,227 for year ended June 30, 2016 and \$4,354,757 for year ended June 30, 2017. This loan matured October 1, 2016 and was extended to October 31, 2017. This loan is in forbearance.
 - ACE: Stetson’s revenue has been included in the security interest of a \$1,742,573 mortgage loan issued to ACE. The mortgage loan matures in August 2018. The balance on this loan was \$1,239,345 as of June 30, 2016 and \$1,061,735 as of June 30, 2017.
 - ACE/Dougherty, LLC (“ACE/Dougherty”): Stetson is a guarantor and Stetson’s revenue has been included in the security interest of a \$12,750,000 note payable issued to ACE/Dougherty for the acquisition, construction and renovation for a building for Eugenio Maria de Hostos Charter School. The balance on the loan was \$8,496,247 for year ended June 30, 2016 and \$8,154,432 for year ended June 30, 2017. This loan matured October 1, 2016 and was extended to October 31, 2017. This loan is in forbearance. While both charter schools have service level agreements with ASPIRA, ACE/Dougherty does not provide services or resources that benefit Stetson.

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- w. Upon request by the School District's Office of Auditing Services, Stetson failed to produce fully descriptive insurance claims made and insurance claims paid information.
- x. ASPIRA management failed to appropriately address questionable sampled attendance items for Stetson after identification by the School District's Office of Auditing Services.

RESOLVED, that there are substantial grounds for nonrenewal of the Stetson Charter; and be it

FURTHER RESOLVED, that the SRC will conduct a public hearing on nonrenewal of the Charter School's Charter commencing on or about April 1, 2018, subject to rescheduling, at which hearing the School District will present evidence in support of the grounds for nonrenewal of the Charter School's Charter, and the Charter School will be given the reasonable opportunity to offer testimony and exhibits in support of why the Charter School's Charter should be renewed; and be it

FURTHER RESOLVED, that the SRC hereby delegates its authority to conduct such public hearing either to a single Commissioner, to a Committee of two Commissioners or to a Hearing Officer to be appointed by the Chair of the SRC; and be it

FURTHER RESOLVED, that the SRC or a Board of Education for the School District will take formal action on the nonrenewal or renewal of the Charter following the hearing at a public meeting, after the public has had thirty (30) days to provide comments to the SRC or a Board of Education.

SRC-10*(Updated 12.14.17)

Proposed Charter Amendment – Independence Charter School; Ratification of Material Charter Amendment – Enrollment Increase

WHEREAS, pursuant to the Charter School Law, 24 P.S. § 17-1701-A, *et seq.*, the Board of Education of The School District of Philadelphia ("School District") issued a charter ("Charter") to the Board of Trustees of INDEPENDENCE CHARTER SCHOOL ("Charter School") to operate a charter school for a five-year term; and

WHEREAS, the Charter School opened in 2000; and

WHEREAS, the School Reform Commission ("SRC") renewed the Charter School's Charter for five-year terms in 2005, 2010 and 2015; and

WHEREAS, on or about February 6, 2017, the Charter School submitted a charter amendment request to amend the Charter School's Charter to increase its authorized enrollment by an additional 25 seats commencing in school year 2017-2018 for the remainder of the current Charter Term, and any renewal thereof for a maximum authorized enrollment of 825 seats in Kindergarten through Grade 8, which charter amendment request was revised and resubmitted by the Charter School on or about May 10, 2017 (collectively the February 6, 2017 submission and the May 10, 2017 submission shall be known as the "Amendment Request"); and

WHEREAS, the Charter School has submitted certain additional documents in response to questions raised by the Charter Schools Office; and

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WHEREAS, the Charter Schools Office has reviewed and evaluated the representations, statements and materials contained in the Amendment Request and additional documents submitted by the Charter School to the Charter Schools Office; and

WHEREAS, the Charter Schools Office has recommended that the SRC grant the Charter School's Amendment Request with certain conditions; now be it

RESOLVED, that pursuant to the representations, statements and materials contained in the Amendment Request and additional documents submitted by the Charter School, the SRC hereby ratifies the approval of the Charter School's Amendment Request as follows: the Charter School may enroll a maximum of 825 students in Kindergarten through Grade 8 commencing on July 1, 2017 and for the remainder of the current Charter Term, and any renewal thereof, provided that the Charter School submits the following documentation ("Required Documentation") to the Charter Schools Office no later than December 31, 2017:

1. The Charter School's plan to identify, offer admission to and enroll students for the additional 25 seats approved by this Resolution for the 2017-2018 school year, which currently is in process. This plan shall include specific dates and timelines and be consistent with Applicable Laws (as defined in the Charter), including but not limited to the Charter School Law and student enrollment guidance issued by the Pennsylvania Department of Education. Such a plan shall be monitored by the Charter School and the School District to ensure that all students are identified appropriately and are admitted and enrolled in compliance with Applicable Laws (as defined in the Charter);

and be it

FURTHER RESOLVED, that the written Charter Amendment shall contain the following term and condition:

The Charter School shall be authorized to operate as a Kindergarten through Grade 8 charter school with a maximum enrollment of 825 students effective July 1, 2017 and for the remainder of the Charter Term and any renewal thereof, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein, without approval by resolution by the SRC or the Board of Education. Regardless of the provisions above, at no point shall the Charter School enroll, under the Charter or using any funds provided based on student enrollment at the Charter School, students in pre-K or preschool programs;

and be it

FURTHER RESOLVED, that all other terms and conditions in the Charter shall remain in full force and effect for the duration of the Charter Term; and be it

FURTHER RESOLVED, that the written Charter Amendment shall be issued upon the Charter Schools Office's receipt of satisfactory Required Documentation as set forth above, and that the Charter Amendment shall be effective upon the full execution of the Charter Amendment by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board of Trustees duly designated by the Board of Trustees; and be it

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FURTHER RESOLVED, that the SRC hereby delegates authority to determine compliance with the requirements of this Resolution to the Chair of the SRC and the Chief of Staff of the SRC. Failure of the Charter School to submit satisfactory Required Documentation by December 31, 2017, or by the end of any extension period granted by the SRC Chair or the SRC Chief of Staff shall void this Resolution and shall cause the SRC to re-vote on the Amendment Request within forty-five (45) days after December 31, 2017, or the expiration of any extension period, whichever is later. Notice of voiding this Resolution for failure to submit the Required Documentation shall be issued to the Board of Trustees of the Charter School by the Chair of the SRC.

II. EDUCATION SUPPORT SERVICES

Talent

A-1

General/Categorical Funds: Approves Personnel, Terminations

RESOLVED, that the School Reform Commission hereby ratifies the appointment of the following persons to the positions, on the effective dates through November 30, 2017 and at the salaries respectively noted, as recommended by the Superintendent, provided that: (a) continued employment of persons appointed to positions funded by categorical grants is contingent upon the availability of grant funds; and (b) persons appointed to positions funded by operating funds, shall report to either the Superintendent or his/her designees, and shall serve at the pleasure of the School Reform Commission.

General Counsel

A-2

Operating Budget: \$64,678 Ratification of Amendment of Contract with MitraTech, Inc. – eCounsel Management System

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent, of a third amendment of Contract No. 082/F12, originally entered into with Bridgeway Software, Inc. (now MitraTech Inc.), pursuant to Resolution B-2, approved by the School Reform Commission on April 27, 2011, as amended pursuant to Resolution A-35, approved by the School Reform Commission on June 19, 2014, as further amended pursuant to Resolution A-23, approved by the School Reform Commission on October 13, 2016, by increasing the amount of the contract by an additional \$64,678 from the \$891,808, approved by Resolutions B-2, A-35 and A-23, to an amount not to exceed \$956,486, and by extending the scheduled termination date of September 30, 2017 through September 30, 2018.

Description: In November 2010, the Offices of Specialized Services and General Counsel solicited proposals via RFP process from vendors to provide a software application to track legal matters including litigation and help the District increase operational efficiency. The District did not have a comprehensive electronic system by which legal matters, including compensatory education and/or circumstances that lead to compensatory education, are tracked and monitored. Nor was there an all-encompassing system that allowed all parties involved to enter and/or read data pertaining to resolution and/or compensatory education cases or legal matters with which the District may be involved.

The Office of General Counsel (OGC) uses the MitraTech system (formerly Bridgeway Software, Inc.) called eCounsel as the legal case management software system to track and manage legal cases, matters and contracts from inception to completion, to assign and reassign staff, to evaluate outside counsel performance and to manage legal spending and help the School District to increase operational efficiency. The case management software assists OGC to provide, in an efficient and timely manner, high quality

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legal advice and representation on litigation and transactional matters affecting the School District.

MitraTech (formerly Bridgeway) was selected because it is a market leader in providing legal case management software, hosting and implementation services. The District had a contract for 3 years as approved by the SRC on April 27, 2011 with two one-year options approved on June 19, 2014 that expires September 30, 2016.

A prior resolution, A-23 of Oct. 13, 2016, ratified this contract to extend for one year the services from MitraTech for Office of General Counsel and Office of Specialized Services to extend this contract with MitraTech Inc. for an additional one year from September 30, 2016 through September 30, 2017. This resolution requests a ratification of this contract to extend for one year the services from MitraTech for only the Office of General Counsel to extend this contract with MitraTech Inc. for an additional one year from September 30, 2017 through September 30, 2018.

MitraTech provides software that allows the SDP to track all legal matters that Office of General Counsel requires. The software is hosted by the software vendor who is responsible for upkeep, maintenance, security, back up of the servers, and for applying all patches and upgrades. This one-year contract extension includes the hosting and licensing required for the District to use the eCounsel system in the Office of General Counsel only.

ABC Code/Funding Source	\$64,678.00
1100-051-9370-2355-3291 Operating FY 18 (\$48,507.94)	
1100-051-9370-2355-3291 Operating FY 19 (\$16,169.31)	

Evaluation, Research and Accountability

A-3

Categorical/Grant Fund: \$100,000 Acceptance of Grant from Wallace Foundation; \$100,000 Contract with IO Education – Professional Development

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation, a grant from the Wallace Foundation, to implement the Vanderbilt Assessment of Leadership in Education (VAL-ED) school leader assessment tool, in an amount up to \$100,000, for the period commencing December 15, 2017 through March 15, 2019, and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, conditioned on receipt of this grant, to execute, deliver and perform a contract with IO Education to implement the Vanderbilt Assessment of Leadership in Education (VAL-ED) school leader assessment tool, for an amount not to exceed \$100,000, for the period commencing December 15, 2017, through March 15, 2019.

Description: The Vanderbilt Assessment of Leadership in Education is a research based evaluation tool that measures the effectiveness of school leaders by providing a detailed assessment of a principal's behaviors. VAL-ED focuses on the skills and behaviors unique to the role and career of a principal, providing evidence that the appropriate and necessary instructional leadership behaviors are exhibited at the school. The VAL-ED would be administered to all District principals.

ABC Code/Funding Source	\$100,000.00
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Student Support Services

A-4

Operation Recognition – Honorary High School Diplomas

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to Operation Recognition, Section 1611 of the Public School Code, to grant honorary high school diplomas to the following honorably-discharged veterans who did not graduate from high school due to entry into military service: Sanford Epstein, who attended West Philadelphia High School and served in the Korean Conflict and Arthur Logan, who attended Overbrook High School and served in the Vietnam War, and that the honorary diplomas be presented to these veterans at the public action meeting of the School Reform Commission meeting on November 16, 2017.

Description: The Operation Recognition Act, codified in Section 16-1611(b) of the Public School Code, governs the issuance of honorary high school diplomas to eligible veterans of World War II, the Korean Conflict, and the Vietnam War. Upon the filing of a written statement to the School Reform Commission, honorary diplomas will be distributed to eligible veterans that meet the following criteria:

- Was honorably discharged from the Armed Forces of the United States of America.
- Served in the United States military between September 16, 1940 and December 31, 1946 (during World War II); or between June 27, 1950 and January 30, 1955 (during the Korean Conflict); or between February 28, 1961 and May 7, 1975 (during the Vietnam War).
- Attended high school between 1937 and 1946 (WWII); between 1947 and 1955 (Korean Conflict); or between 1958 and 1975 (Vietnam War).
- Would have been a member of a graduating class during 1941 through 1950 (WWII); or 1951 through 1957 (Korean Conflict); or 1961 through 1975 (Vietnam War) but did not graduate due to entry into military service.
- Attended high school within the School District of Philadelphia.

Upon proper application, the School Reform Commission may posthumously award a diploma to a veteran who meets the stated requirements.

Executive

A-5

Operating Budget: \$50,000 Contract with Mighty Engine, Inc. – Public Communications Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee to execute, deliver and perform a contract with Mighty Engine, Inc. to develop a strategic, public communications plan to increase parent, family, and stakeholder understanding of district goals, plans, and initiatives to improve student achievement, for an amount not to exceed \$50,000, for the period commencing December 15, 2017 through June 30, 2018.

Description: The School District of Philadelphia's Action Plan 3.0 establishes strategic goals, objectives, and actions to improve student academic outcomes. Recognizing the critical role that parents, families, and partners have in supporting student success, Action Plan 3.0 specifically notes that the district will provide parents with the information and tools to support their children's academic progress and improve communication throughout the organization and to the public.

Since releasing Action Plan 3.0, the School District of Philadelphia has rebuilt its external relations function, launched a redesigned website, and expanded its communication mediums to improve teacher

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**Resolution SRC-10 will be considered a “walk-on”.*

recruitment, share important information on key academic initiatives and programs, and better use social media to consistently and reliably share information with parents and the public. With these foundational changes in place, the School District of Philadelphia will use the services provided by this contract to develop a comprehensive communications plan that builds on operational improvements and better informs the district's diverse stakeholder groups about the actions and initiatives that are improving student outcomes.

ABC Code/Funding Source	\$50,000.00
1100-051-9020-2361-3291 Operating	

External Relations

A-6 (Updated 12.12.17)

Operating Budget: \$87,000 Contract with DT Firm – Government Lobbying Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform a contract with DT Firm to provide general government affairs advice, for an amount not to exceed \$87,000, for the period commencing December 15, 2017 through December 14, 2018, with two one-year renewal options, for a total amount not to exceed \$261,000, through November 17, 2020.

Description: The services of this contract are required to support the School District's relations and interactions with public officials and perform general lobbying activities with the goal of increasing funding for the School District of Philadelphia, advancing policies and legislation that support the goals of the District's strategic plan, Action Plan 3.0, and building positive relationships with state elected officials.

ABC Code/Funding Source	\$87,000.00
1100-051-9140-2853-3291 FY18 (\$43,500.00)	
1100-051-9140-2853-3291 FY19 (\$43,500.00)	

Operations

A-7

Capital Fund: \$269,820 Capital Awards Contract with Pallman Electric, Inc. – Fire Alarm System at Henry C. Lea Elementary School District of Philadelphia

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contract B-051 C 2016/17 with Palman Electric, Inc., the lowest responsible bidder, for fire alarm system replacement at the Henry C. Lea Elementary School, for an amount not to exceed \$269,820, for the period commencing December 15, 2017 through completion of the project.

Description:

Spec: B-051 C
of 2016/17 Electrical Contract-Fire Alarm System
Replacement
Henry C. Lea Elementary School -4700
Locust Street
Palman Electric, Inc. - \$269,820.00
Huntingdon Valley, PA 19006

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, December 6, 2017. Please reference the Resolution Number and include your name and email address.

**Resolution SRC-10 will be considered a “walk-on”.*

Total Aggregate M/WBE Participation
15.0%

This contract covers the labor, material, and equipment necessary for the removal of the old and installation of a new fire alarm system at this location.

The bids for this project were publicly advertised on 10/6/2017, 10/11/2017, and 10/13/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 11/7/2017. After review of the bids and a de-scoping meeting it was determined that Hyde Electric Corporation was the lowest responsible bidder with a bid of \$269,820.00.

The Facilities Condition Index (FCI) at this location is 38.56%. The School Progress Report (SPR) at this location is 22.

ABC Code/Funding Source	\$269,820.00
8Q16-065-1340-4625-4561	

A-8 (Updated 12.6.17)

Capital Fund: Capital Awards II – Contract Amendments with Delta/B.J.D.S., Inc, Diamond Huntbach Construction Corporation, Pepper Environmental Services, Inc., and Prime Group Remediation

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of Contract B-006 C of 2016/17, originally entered into with Delta/B.J.D.S., Inc, Diamond Huntbach Construction Corp., Pepper Environmental Services, Inc., and Prime Group Remediation, pursuant to Resolution A-21, approved by the School Reform Commission on August 17, 2017, by increasing the amount of the contract by an additional \$350,000 from the \$600,000 approved by Resolution A-21, to an amount not to exceed \$950,000.00, until all funds are exhausted. All other terms, conditions and hourly rates of this contract remain the same.

Description: This contract provides the Office of Environmental Management Services with immediate response capabilities to initiate and complete emergency asbestos abatement, on an as needed basis, throughout the Philadelphia School District.

The additional funding will support the stabilization of loose, peeling or chipping lead base paint that the Office of Environmental Management has identified. The Office of Environmental Management will stabilize the paint/plaster at eighteen (18) schools and any additional schools with this issue under this time and material Contract during the period December 15, 2017 through project completion. All contractors will be required to use the EPA Lead Renovation Repair and Painting work practices.

ABC Code/Funding Source	\$350,000.00
1100-031-9270-2624-4000 Operating	

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, December 6, 2017. Please reference the Resolution Number and include your name and email address.

*Resolution SRC-10 will be considered a "walk-on".

A-9**Capital Fund: \$227,027 Authorization of Net Cost Change Orders**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform amendments of the attached contracts, for an aggregate amount not to exceed \$227,027.

Description: This resolution seeks approval for various revisions to the on-going construction project as detailed on the attached Modification of Contract document. Changes include items designated as errors or omissions, differing site conditions, unforeseen conditions and revisions requested by School District representatives. Change orders approved to rectify errors or omissions will be further reviewed by the Offices of Capital Program and General Counsel for possible recovery of costs through the professional liability insurance policies of the design professionals, negotiations, and filing of claims or lawsuits against the design professionals.

ABC Code/Funding Source
Various

\$227,027.00

A-10**Amendment of License and Purchase of Assets Agreements with the Trust for Public Land – Playground & Stormwater Improvements; Limited Joinder in Sub-Grant Agreement – John M. Patterson School District of Philadelphia**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia through the Superintendent or his designee: (i) to execute, deliver and perform a limited joinder to an Amendment to Subgrant Agreement between the Philadelphia Industrial Development Corporation--Local Development Corporation and The Trust for Public Land, for a stormwater project at the John M. Patterson Elementary School, originally authorized by Resolution A-60, approved by the School Reform Commission on June 15, 2017, by increasing the amount of the subgrant by an additional \$7,225 from \$151,775 approved by Resolution A-60 to an amount not to exceed \$159,000; and (ii) to execute, deliver and perform such other documents necessary to further the intent of this Resolution. The terms of the limited joinder to the Amendment to the Subgrant Agreement must be acceptable to the Department of Facilities and Operation, the Office of Capital Programs and the Office of General Counsel.

Description: The Trust for Public Land ("TPL") has been working with The School District of Philadelphia ("School District") and the Philadelphia Water Department ("PWD") on a playground and stormwater project at the John M. Patterson Elementary School ("Patterson School"). TPL was awarded a Stormwater Management Incentives Program grant ("SMIP Grant") by PWD for the design and installation of green stormwater management practices at the Patterson School. By Resolution No. A-60, approved on June 15, 2017, the School Reform Commission approved the Patterson School project and authorized the School District to execute the limited joinder to the Subgrant Agreement between the Philadelphia Industrial Development Corporation--Local Development Corporation ("PIDC-LDC") and TPL in the amount of approximately \$151,775 for the period commencing on June 16, 2017 and ending on January 31, 2018 to confirm that the School District, as property owner. PWD has now increased the amount of the subgrant awarded to TPL for the Patterson School project to \$159,000; therefore, the parties desire to enter into an Amendment to Subgrant Agreement for the total amount of \$159,000.

This project is aligned with the District's Action Plan strategy to cultivate and sustain partnerships at the system and school levels.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, December 6, 2017. Please reference the Resolution Number and include your name and email address.

*Resolution SRC-10 will be considered a "walk-on".

ABC Code/Funding Source

\$7,225.00

A-11**Operating Funds: Renewal of Lease with Quality Community Health Care, Inc. – Jay Cooke Elementary School District of Philadelphia**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a seventh one-year renewal of the existing Lease Agreement with Quality Community Health Care, Inc., for use as a federally-funded school-based community health center at Jay Cooke Elementary School, originally entered into pursuant to Resolution A-19, approved by the School Reform Commission on January 10, 2007, as renewed by Resolution A-5, approved by the School Reform Commission on November 16, 2011, Resolution A-5, approved by the School Reform Commission on February 21, 2013, Resolution A-5, approved by the School Reform Commission on February 20, 2014, Resolution A-31 approved by the School Reform Commission on December 18, 2014, Resolution A-16, approved by the School Reform Commission on November 19, 2015, and Resolution A- 14, approved by the School Reform Commission on November 15, 2016, at the rent of \$11,340 per year (2,100 square feet at a rental rate of \$5.40 per square foot), to be paid monthly, for the period commencing January 1, 2018 through June 30, 2018, with automatic renewal for each successive year at a 2% yearly increase. The School District will continue to be responsible for all utilities and snow and ice removal. Quality Community Health Care, Inc. will continue to be responsible for its custodial staff, minor maintenance and repairs, trash and recycling pick-up, security, disposal of medical wastes and a proportionate share of costs for the building engineer for overtime. The terms of the renewal must be acceptable to the School District of Philadelphia's Office of General Counsel and Office of Risk Management.

Description: The leasing of this space by Quality Community Health Care, Inc. (QCHC) at Jay Cooke Elementary School will provide primary care services to all children of the Cooke School as well as to the entire community. Services will be provided by the QCHC primary health care team which consists of a pediatrician, internal medicine physician, health educator, family practice physician assistant, EMT/medical assistant and support staff.

The following types of medical services are offered to the students at the Jay Cooke School: routine physical exams, diagnosis and treatment of acute and chronic illness, treatment of minor injuries, vision, dental and blood pressure screenings, immunizations, nutrition education and weight management and referrals for health services which cannot be provided at the health center.

Pursuant to the terms of the Lease Agreement, the rent for any renewal term beyond the third renewal will increase by 2% annually.

ABC Code/Funding Source

A-12**Declaration of Unused and Unnecessary Land & Buildings; Sale of former Beeber Wynnefield School Annex to Iron Stone Capital Partners**

RESOLVED, that the School Reform Commission declares that certain approximately 0.96 acre parcel of ground, including a two-story building containing approximately 61,000 square feet, located at 1818 N. 53rd Street, 19131, known as the former Beeber Wynnefield School Annex ("the Property"), to be unused and unnecessary to the present and future needs of the School District of Philadelphia within meaning of

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, December 6, 2017. Please reference the Resolution Number and include your name and email address.

**Resolution SRC-10 will be considered a "walk-on".*

Section 707 of the Public School Code; and be it

FURTHER RESOLVED, that the School Reform Commission accepts the recommendation of The Flynn Co. made pursuant to its contract for the marketing and sale of 9 surplus properties, and after receipt and review of this offer for this property to accept the offer of Iron Stone for the Property; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, as Seller, through the Superintendent or his designee, to:

1. Execute, deliver and perform an Agreement of Sale (the Agreement) for the sale of the Property on an AS IS basis to Iron Stone Capital Partners, or its affiliate, for consideration of \$140,000, by cash to be wired at closing and under certain terms and conditions which may be negotiated between the parties, subject to the requirements of Pennsylvania law and the further provisions of this Resolution; and
2. Hold a closing in which the School District will convey clear free simple title via a special warranty deed to be executed at closing, require the Buyer to pay for certain expenses incurred in connection with the transaction, including, but not limited to, the payment of all state and local real estate transfer taxes, if applicable, and to execute such other documents as may be necessary to accomplish the foregoing, it being conclusively presumed from any action thereby that is authorized on behalf of the School Reform Commission; and be it

FURTHER RESOLVED, that this private sale of real estate is subject to Court approval, pursuant to section 707 (3) of the Public School Code.

Description: The School District owns the property known as the former Beeber Wynnefield School Annex, which was closed in June, 2004 and is currently vacant.

The Buyer has offered to purchase the Property for \$140,000. The Buyer has agreed to buy the Property on an "As Is" basis. The Buyer has proposed a 15-day due diligence period and a 15-day closing period. Buyer will deposit \$20,000 upon signing the Purchase & Sale Agreement. The Zoning of this building is R-9A - Residential/Mixed use.

The Buyer is committed to retaining an indoor and outdoor recreational amenity for the community subject to receipt of appropriate zoning.

ABC Code/Funding Source

A-13

Operating Funds: \$50,000 Contracts with Lindemeyr Munroe, Vertiv & W. B. Mason – Paper Stock

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, pursuant to the requirements contract of supplies and/or a combination of supplies and services, for purchases costing \$25,000 or more, to execute, deliver and perform contracts with Lindenmeyr Munroe, W.B Mason, and Veritiv to purchase paper stock, for an aggregated amount not to exceed \$50,000, subject to funding, for the period commencing December 15, 2017 through December 31, 2018.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, December 6, 2017. Please reference the Resolution Number and include your name and email address.

**Resolution SRC-10 will be considered a "walk-on".*

Description: This proposed contract establishes a source for paper and envelopes needed for normal operations of the Printing Services print shop.

This proposed award represents the completion of the public solicitation under A18-65907: Paper Stock, issued by Procurement on September 29, 2017. It was sent to thirteen (13) vendors and several area assist agencies. Ten (10) companies downloaded the solicitation. Of those, three (3) vendor submitted proposals.

The vendors that submitted proposals were Veritiv, WB Mason, and Lindenmeyr Munroe.

A-14

Operating Funds: \$500,000 Contract with Various Vendors – Surveillance and Security Systems
RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to purchase, pursuant to the Pennsylvania Department of General Services Contract No. 4400013746, surveillance and security systems from various awarded contractors under Contract No. 440013746, for an aggregate amount not to exceed \$500,000, subject to available funding, for the period commencing January 1, 2018 through December 31, 2018.

Description: This award establishes a source for the purchase and maintenance of surveillance and security systems. It provides a source for all of the standard equipment, software and services necessary to maintain school-based camera and security systems. The contract is also used to maintain these systems for the Education Center. Specific purchases include replacement cameras, replacement DVRs, access/ID cards, intrusion alarm panels, camera-door phones, and electro-mechanical locksets. The contract also contains provisions for installation and maintenance of the associated equipment and software. Vendors listed on the contract include GE Security (aka UTC/Interlogix), Ademco, AIPHONE, HID Global, CASI-Rusco, Panasonic Security, and Assa Abloy. The Office of Information Technology uses a very small portion of this contract authority to maintain the software system (GE Facility Commander) that drives all of the networked surveillance and security systems. One of the vendors on the state contract are the currently authorized maintainer of record for that system and are available to us on a 7 day, 24-hour basis for repairs/catastrophic failures.

ABC Code/Funding Source	\$500,000.00
Various Schools and Offices FY18 (\$250,000.00)	
Various Schools and Offices FY19 (\$250,000.00)	

A-15

Various Funds: \$3,000,000 Contract with Various Vendors – IT Professional and Application Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to purchase IT Professional and Application Services from various vendors through blanket purchase agreements pursuant to the U.S. General Services Administration IT Schedule 70, for an aggregate amount not to exceed \$3,000,000, subject to available funding, for the period commencing January 1, 2018 through December 31, 2018.

Description: This contract establishes a source for temporary but specific IT professional, maintenance and software application services needed for large-scale systems modernization projects. Such projects

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**Resolution SRC-10 will be considered a “walk-on”.*

include a replacement Student Information System (SIS), Enterprise Resource & Planning (ERP) System, Website and Web-based Applications, Instructional Software Integration Platform, IT Security Services, Facilities and Operations Resource Management, and Transportation Routing System. The award will facilitate the efficient acquisition of professional IT services for highly specialized project management, application development, maintenance, design and engineering skills.

ABC Code/Funding Source	\$3,000,000.00
Various Schools and Offices FY18 - \$1,500,000.00	
Various Schools and Offices FY19 - \$1,500,000.00	

A-16

Operating Funds: \$3,000,000 Contract with Various Vendors – Computers and Computer Peripherals

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, pursuant to the Technology Bidding and Purchasing Program (PEPPM), to purchase computers and computer peripherals from various vendors, for an aggregate amount not to exceed \$3,000,000, subject to available funding, for the period commencing January 1, 2018 through December 31, 2018.

Description: This contract establishes a source for a variety of necessary equipment, including computers not covered by the District's Apple/Dell awards, servers, printer parts and supplies, classroom software, projectors, hard drives, networking equipment, telecom equipment, and consumables (bulbs, toner, mice, keyboards). These purchases are made by schools or by District staff on behalf of schools. This contract will be overseen by the Office of Informational Services & Technology, who will have the overall responsibility for the evaluation and management of the awarded vendors performances.

ABC Code/Funding Source	\$3,000,000.00
Various Schools and Offices FY18 - \$1,500,000.00	
Various Schools and Offices FY19 - \$1,500,000.00	

A-17

Capital Funds: \$2,400,000 Contract Amendment with Office Solutions, Inc. – Enterprise (WiFi) Networking Equipment

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of a contract for enterprise (WiFi) networking equipment, originally entered into with Office Solutions Inc., pursuant to Resolution A-10, approved by the School Reform Commission on February 20, 2014, and amended, pursuant to Resolution A-6, approved by the School Reform Commission on November 19, 2015, by increasing the amount of the contract by an additional \$2,400,000 from the \$1,500,000 approved by Resolutions A-10 and A-6, to an amount not to exceed \$3,900,000, subject to funding, and by extending the term of the contract from its scheduled expiration date of June 30, 2018 to June 30, 2019.

Description: This contract extension will facilitate the one-time purchase and installation of wireless (WiFi) networking equipment for 62 school buildings that comprise the final phase of the School District's WiFi upgrade project. The School District will utilize a federal subsidy through the Universal Service program to perform upgrades in the classrooms of 62 schools and annexes in order to accommodate the need for faster and higher-capacity wireless Internet access to support laptops, mobile

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**Resolution SRC-10 will be considered a "walk-on".*

and other wireless hand-held computing technology, as well as to support the growing demand for Bring-Your-Own-Device (BYOD) connectivity. The Universal Service program will provide approximately 85% of the funding for this contract award in order to purchase and install 3,446 high-density WiFi access points and related hardware/software.

ABC Code/Funding Source \$2,400,000.00
8XXX-065-9HF0-4600-7582

A-18

Cafeteria Fund: \$300,000 Contract Amendment with Interboro Packaging – Polybags

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to the requirements contract of supplies and/or a combination of supplies and services, for purchases costing \$25,000 or more, to execute, deliver and perform an amendment of a contract originally entered into with Interboro Packaging to purchase polybags, pursuant to Resolution No. A-51, approved by the School Reform Commission on June 16, 2016, by increasing the amount of the contract by an additional \$300,000 from the \$600,000 approved by Resolution A-51, to an amount not to exceed \$900,000, and by extending the term of the contract from its original scheduled expiration date of June 30, 2018 through June 30, 2019.

Description: This contract establishes a source for polybags. Food services require these trash bags for use in the kitchens at district schools.

This proposed award represents an extension of the contract resulting from the public solicitation under A16-59880, Polybags, issued by Procurement Services on March 18, 2016. It was sent to 58 vendors and several area assist agencies. Thirty-eight (38) companies downloaded the solicitation. Of those, seven (7) vendors submitted proposals.

The vendors that submitted proposals were Interboro Packaging, Central Poly Corp, 503 Corporation, General Chemical and Supply, Alliance Supply Group, LLC, Camden Bag and Paper Co, and Imperial Bag and Paper Co.

ABC Code/Funding Source \$300,000.00
9001-029-9360-2495-6132

A-19 (Updated 12.6.17)

Operating Funds: \$250,000 Contract with Safetyhouse.com & Supreme Safety – Asbestos Removal Supplies

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to the requirements contract of supplies and/or a combination of supplies and services, for purchases costing \$25,000 or more, to execute, deliver and perform contracts separately with Safetyhouse.com, and Supreme Safety, to purchase asbestos removal supplies, for an aggregate amount not to exceed \$250,000, subject to funding, for the period commencing December 15, 2017 through December 31, 2018.

Description: This contract establishes a source for asbestos removal supplies. The District's aging buildings require these supplies to prevent the introduction of asbestos into the learning environment. This contract will be overseen by the Office of Environmental Services, who will have the overall

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**Resolution SRC-10 will be considered a "walk-on".*

responsibility for the evaluation and management of the awarded vendor's performance.

This proposed award represents the completion of the public solicitation under A18-65906: Asbestos Removal Supplies, issued by Procurement on September 19, 2017. It was sent to sixteen (16) vendors and several area assist agencies. Six (6) companies downloaded the solicitation. Of those, two (2) vendors submitted proposals.

The vendors that submitted proposals were Safetyhouse.com, and Supreme Safety.

ABC Code/Funding Source	\$250,000.00
8000-065-9ALO-4693-6000 FY18 (\$145,833.24)	
8000-065-9ALO-4693-6000 FY19 (\$104,166.76)	

General Counsel

A-20 (Updated 12.12.17)

Operating Funds: \$200,000 Settlement of Federal Civil Action – Nicholas DiMatteo, Jr.

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the General Counsel, to execute, deliver and perform a settlement agreement with Nicholas DiMatteo, Jr., in the amount of \$200,000, payable in two payments - the first in the amount of \$100,000 within 60 days of approval by the School Reform Commission, and the second in the amount of \$100,000 on or before August 31, 2018 in exchange for a general release of liability for claims of discrimination in violation of the Age Discrimination in Employment Act and the Pennsylvania Human Relations Act, attorney's fees and costs and dismissal of the federal civil action.

Description: Nicholas DiMatteo, Jr., the former Department of Transportation Data System and Scheduling Coordinator filed a suit in the United States District Court for the Eastern District of Pennsylvania, in February 2017 arising out of his separation by the School District when the Transportation Department eliminated his position in a departmental restructuring. Mr. DiMatteo claimed that the School District separated him, instead, because his supervisors believed he was too old to lead the department's transition to an automated bus routing system. He also claims that the School District failed to rehire him, again because of his age. Mr. DiMatteo sought front and back pay, damages for pain and suffering, liquidated damages, and attorney's fees and costs.

On November 17, 2017, U.S District Judge Beetlestone partially granted the School District's motion for summary judgment, finding the School District did not illegally discriminate against Mr. DiMatteo on the basis of his age when it failed to rehire him, but also holding that genuine disputes of material facts remain as to whether the School District separated Mr. DiMatteo because of his age. Jury trial is scheduled to begin on January 29, 2018.

Economic experts for both parties agree that if Mr. DiMatteo prevailed at trial, the School District could be reasonably exposed up to \$509,603 for back pay and front pay. Also, at the time of settlement, Mr. DiMatteo's counsel had accumulated almost \$87,000 in attorney's fees and costs, with the reasonable possibility of an additional \$75,000 to \$100,000 through trial and appeal. Finally, Mr. DiMatteo would also be entitled to an award for pain and suffering under the PHRA in the event he prevailed at trial reasonably estimated up to \$250,000.

At a settlement conference on December 4, 2017, U.S. Magistrate Judge Lloret estimated the possible

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**Resolution SRC-10 will be considered a "walk-on".*

exposure for the School District up to \$750,000, without accounting for a doubled back pay award for a possible, though remote, finding of a willful violation and recommended a settlement of \$250,000. After protracted discussions the parties agreed to \$200,000, paid over two fiscal years to settle all claims.

The likelihood of an unfavorable outcome at trial is reasonably possible. The settlement allocates back pay damages at \$113,367.88, and attorney's fees and costs at \$86,632.12.

ABC Code/Funding Source \$200,000.00

1100-061-9370-2392-8211 Operating FY18 (\$100,000.00)

1100-061-9370-2392-8211 Operating FY19 (\$100,000.00)

III. EDUCATION SERVICES

Academic – Donations/Acceptances

B-1

Donation: \$50,000 Ratification of Acceptance of Donation from The Hartford – K-3 Fire Prevention Materials

RESOLVED, that the School Reform Commission hereby ratifies the acceptance with appreciation by The School District of Philadelphia, through the Superintendent, of a donation of 1,780 fire prevention kits for grades K-3 from the Hartford; valued at approximately \$50,000, to be used to support October's Fire Prevention month; and ongoing fire prevention education, for the period commencing Nov 15, 2017 through June 30, 2017.

Description: This ratification of the acceptance of a gift is requested for the reason that the donor wanted to make the gift in time for Fire Prevention month in October. Every K-3 classroom will receive a kit with valuable, fire prevention curricular materials.

Each kit includes 30 fireman hats, 30 coloring posters that stress the "two ways out" home escape plan, 30 brochures for parents and caregivers and a teachers guide for teaching fire prevention to grades K-3.

ABC Code/Funding Source \$50,000.00

B-2

Donation: \$75,000 Ratification of Acceptance of Donation from Inquiry Schools – Science Leadership Academy @ Beeber

RESOLVED, that the School Reform Commission hereby ratifies the acceptance with appreciation by The School District of Philadelphia, through the Superintendent, of the donation of \$75,000 from Inquiry Schools, for professional development, consulting services and related supports at Science Leadership Academy @ Beeber, for the period commencing September 1, 2017 through June 30, 2018.

Description: The resolution reflects the donation and acceptance of grant from Inquiry Schools to the School District of Philadelphia. The School District is expanding the existing Science Leadership Academy @ Beeber Middle School High School to be a 5th-12th grade school withing the current facilities of Science Leadership Academy @ Beeber. This is a ratifying resolution because the grant funds for this grant from Philadelphia School Partnership were recieved by Inquiry Schools in August 2017, after the resolution submission deadline for the SRC's August meeting. Prior to school opening on

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**Resolution SRC-10 will be considered a "walk-on".*

September 5, 2017, the planning and related supports that Inquiry Schools provides needed to begin, to ensure that the school admission process began promptly and without delay.

ABC Code/Funding Source \$75,000.00

B-3

Donation: \$261,545 Acceptance of Donation of Services from The City of Philadelphia Foster Grandparent Program; Memorandum of Understanding

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the donation of services from The City of Philadelphia, through its Foster Grandparent Program, valued up to \$261,545, to engage low-income seniors age 55 and older in volunteer service with children in early education environments as identified by their teachers, and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, conditioned upon receipt of this donation, to execute, deliver, and perform a Memorandum of Understanding with The City of Philadelphia, through its Foster Grandparent Program, to provide these services to School District students, for the period commencing January 1, 2018 through June 30, 2020. The Memorandum of Understanding must be in a form acceptable to the Office of General Counsel and the Office of Risk Management.

Description: The Foster Grandparent Program will provide volunteer services from January 2018 through June 2020. The volunteers will use an activity plan to work with children with exceptional needs who are identified by their teachers. In the Head Start and Bright Futures Pre-K classes, Foster Grandparent volunteers work with the identified child on the following developmental areas: social relationships, self-concept and self-efficacy, self-control and cooperation. In elementary schools, Foster Grandparent volunteers work with the identified child on the following areas: assistance with cognitive activities, school work or homework, modeling proper social skills, providing encouragement and/or redirection, math and writing skills, oral communication and literacy development.

ABC Code/Funding Source \$261,545.00

B-4

Categorical/Grant Fund: \$2,062,100 Ratification of Acceptance of Grant from the William Penn Foundation – Early Learning Programs

RESOLVED, that the School Reform Commission hereby ratifies the acceptance by the School District of Philadelphia, through the Superintendent, of a grant from the William Penn Foundation, in an amount not to exceed \$2,062,100, to provide resources to support K-3 early literacy efforts across all elementary schools, for the period commencing December 1, 2017 through August 31, 2021.

Description: This resolution is being submitted as a ratification. Formal notification of the grant award, which has a start date of December 1, 2017, was not provided until early November, which was too late to meet the resolution deadline for the November SRC meeting.

A key component of the School District's Action Plan, which sets the strategic direction for improving the performance of the District, is Anchor Goal 2, ensuring that students are reading on grade-level by third grade. As part of the work in support of Anchor Goal 2, in 2015-16 the District launched a three-year

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**Resolution SRC-10 will be considered a "walk-on".*

effort to provide a comprehensive set of supports and resources to enhance literacy instruction in the early grades in every District school, including teacher professional development and training, redesigned instructional materials and assessments, and new classroom materials. These supports were phased-in over three years, beginning in the 2015-16 school year.

Implementation and outcome results to date from this effort have been strong. Positive trends in student outcomes are evident across multiple indicators, with every grade level from Kindergarten to 3rd Grade showing improvement in literacy performance.

As of the current 2017-18 school year:

- Every K-3 teacher has received professional development in evidence-based literacy practices;
- Every elementary school has full-time coaching support for teachers in early literacy instruction;
- Aligned K-3 early literacy assessments are administered in every elementary school so teachers can monitor student progress over time and differentiate instruction to meet individual student needs; and
- All K-3 classrooms have new collections of leveled books to facilitate classroom reading instruction.

A key component of the work was the annual operation of a week-long Early Literacy Summer Institute over the past three summers, enabling the District to provide 40 hours of intensive professional development to K-3 teachers from all 150 District elementary schools. The new grant from the William Penn Foundation will enable the District to offer this same type of intensive professional development over the next several summers to 200-300 K-3 teachers annually. Eligible participants will include teachers new to the District, teachers new to the K-3 grade band, and current K-3 teachers who were not able to participate in a previous summer and who might benefit from the additional training. Grant funding will also support the development of 14 hours' worth of online professional development in early literacy topics that will be owned by the District and can be offered to K-3 teachers at various times throughout the year on an as-needed basis.

ABC Code/Funding Source	\$2,062,100.00
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B-5

Categorical/Grant Fund: \$688,500 Ratification of Acceptance of Pre-K Expansion Funding for The PA Department of Education; \$276,255 Ratification of Amendment of Contracts with Various Vendors – Preschool Programs

RESOLVED, that the School Reform Commission hereby ratifies the acceptance by the School District of Philadelphia, through the Superintendent, of Pre-K Counts expansion grant funding from the PA Dept. of Education, in an amount not to exceed \$688,500, to provide comprehensive preschool services to an additional 81 age-eligible children and their families during the scheduled implementation period July 1, 2017 through June 30, 2018; and be it

FURTHER RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery, and performance by the School District of Philadelphia, through the Superintendent, of amendments of contracts to be entered into with each of the following providers of comprehensive pre-k program services, authorized pursuant to Resolution No. B-2, approved by the School Reform Commission on June 15, 2017, and Resolution No. B-12, approved by the SRC on October 19, 2017, by increasing the aggregate amount of the contracts by \$276,255, for the period commencing July 1, 2017 through June 30, 2018, in the following specific individual amounts:

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, December 6, 2017. Please reference the Resolution Number and include your name and email address.

**Resolution SRC-10 will be considered a “walk-on”.*

Bambi Day Care Center, contract increased by \$22,410, to an amount not to exceed \$448,200, in order to support the operation of three (3) additional pre-k service slots;

Children's Village, contract increased by \$134,895, to an amount not to exceed \$1,585,920, in order to support the operation of 17 additional pre-k service slots;

Kinder Academy, contract increased by \$111,150, to an amount not to exceed \$2,260,950, in order to support the operation of 15 additional pre-k service slots; and

Parent-Infant Center, contract increased by \$7,800, to an amount not to exceed \$343,200, in order to support the operation of 1 additional pre-k service slot.

Description: The ratification component of this resolution is being requested in accordance with SRC Policy 820, Subsection 8, regarding acceptance and utilization of grant funding. The District did not receive notification of this additional grant award until October 2017, although grantees are being allowed to use funding retroactive to July 1, 2017.

This expansion grant funding from the state will support the operation of a total of 36 new high-quality, comprehensive preschool service slots in partner agencies.

ABC Code/Funding Source	\$688,500.00
4E1X-G01-9150-1807-8990 PA Pre-K Counts	

Academic – Contracts/Payments

B-6

Categorical/Grant Fund: \$40,000 Contract with Hebrew Immigrant Aid Society of Pennsylvania for Supportive Services to Immigrant Children & Youth

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee to execute, deliver and perform a contract with Hebrew Immigrant Aid Society (HIAS) of Pennsylvania to provide college/career support, group counseling, and professional development to immigrant students and District staff who interact with immigrant youth, for an amount not to exceed \$40,000 for the period from December 15, 2017 through June 30, 2018.

Description: Hebrew Immigrant Aid Society (HIAS) of Pennsylvania, commonly known as HIAS Pennsylvania, provides legal, resettlement, citizenship, and supportive services to immigrants, refugees, and asylum seekers from all backgrounds in order to assure their fair treatment and full integration into American society.

HIAS Pennsylvania will work with The School District of Philadelphia, in collaboration with La Puerta Abierta to increase services and enhance instructional opportunities for immigrant youth. HIAS will primarily focus on Central American students at Franklin Learning Center, Furness High School, Edison High School and Northeast High School. These schools have been identified by the Office of Multilingual Curriculum and Programs and the Multilingual Family Support Office because of the high number of recently arrived Central American youth. Services will include the following: informational sessions with students and caretakers to assist with navigating post secondary education options; the establishment of an arts and culture student group to promote artistic expression as a method of coping with school and community related stressors; and professional development for District personnel who interact with

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**Resolution SRC-10 will be considered a “walk-on”.*

immigrant youth.

Whether its college or career and technical education, traversing post secondary education options and processes can be daunting. HIAS will work with immigrant students and caretakers to explain immigration procedures, college/university admission processes and also offer free individual consultations with students. HIAS will provide bilingual Spanish-English legal staff to facilitate information sessions that will occur at a time most convenient to youth and families, likely to be in the evenings. Additionally, HIAS Pennsylvania will develop handouts in Spanish that will be distributed to participants.

HIAS Pennsylvania will also establish an arts and culture-based student group that will focus on relationship building, emotional language development and strategies for coping with school and community-related stressors using artistic expression. Participating schools include, but are not limited to, Franklin Learning Center, Furness High School, South Philadelphia High School, George Washington High School, Lincoln High School, Bartram High School, Edison High School and Northeast High School.

Lastly, HIAS Pennsylvania's legal staff will offer six professional development training sessions for District personnel who interact with immigrant youth. The trainings will be structured to fit each school's schedule and targeted to address students' needs. One four-hour session will be held during a weekend professional development session planned by the Office of Multilingual Curriculum and Programs and the Multilingual Family Support Office. La Puerta Abierta, HIAS Pennsylvania, and other collaborators will conduct these trainings. Professional development will include information about colleges and universities, various career fields, students' native country conditions that influence children to leave, cultural sensitivity training and an overview of immigration options for youth as they continue their educational journey in the United States.

ABC Code/Funding Source \$40,000.00

B-6

Categorical/Grant Fund: \$750,000 Acceptance of Grant from the Pennsylvania Department of Education – Career and Technical Education Supplemental Equipment Grant

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept, if granted, a Pennsylvania Department of Education Career and Technical Education equipment grant, of up to \$750,000.00 to purchase state-of-the-art instructional equipment for Career and Technical Education Programs of Study, to prepare students to earn industry-recognized certifications and acquire career-readiness skills, for the period commencing December 15, 2017 through August 31, 2018.

Description: The School District of Philadelphia, with the necessary support of Occupational Advisory Committees (OAC) and post-secondary partners, applied to The Pennsylvania Department of Education (PDE) for funding to purchase state-of-the-art instructional equipment for Career and Technical Education (CTE) Programs of Study for an amount no more than \$750,000.00. This grant will improve CTE programming across the District. The equipment to be purchased will support student attainment of technical skills and the achievement of industry-standards-based certifications, thereby providing students with the tools necessary to become prepared for high-skill and high-wage occupations.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, December 6, 2017. Please reference the Resolution Number and include your name and email address.

**Resolution SRC-10 will be considered a “walk-on”.*

The CTE Programs of Study intended to be supported and enhanced through this equipment grant include but not limited to are: Autobody Collision Repair, Automotive Technology, Engineering Technology, Facility & Property Maintenance, Welding Technology, Health Related Technology, Culinary Arts, Sports Marketing & Management, Graphics Design, Digital Media Production, and Film & Video Production. The specific equipment to be purchased will be chosen from the list below (but not limited to) and will be based on need and priority. As funds become available, selected purchases from the list of submitted equipment will be purchased in accordance with all District procurement policies.

All listed equipment aligns with approved Programs of Study, is recommended by School OAC, meets industry standards, and directly serves delivery of hands-on classroom student instruction. Skills developed are affirmed in Student Performance Assessment Logs, NOCTI, and industry-related Certifications. This Equipment will be used by students to learn by practicing how to manipulate such professional equipment as is currently used in the workplace and in the field.

Autobody Collision Repair - Edison, Randolph & Swenson: Festool Vacuum Sanding unit.

Automotive Technology - Randolph: Hunter Road Force Elite Wheel Balancer, Hunter Tire Changer, Hunter Hawkeye Alignment System.

Engineering Technology - Science Leadership Academy: Jet Box & Pan Brake Foot Clamp & Ultimaker 3 Extended 3D printer.

Culinary Arts - Ben Franklin & Martin Luther King: Two Head Espresso Machine; Washington: Two Head Espresso Machine & Display Case, Refrigerated Bakery; Randolph: Two Head Espresso Machine & Combi Oven, Electric.

Welding Technology - Edison, Ben Franklin, Mastbaum & Randolph: Horizontal Band Saw.

Facility & Property Maintenance - Ben Franklin: Rigging 1 Learning System - Customer Supplied Gantry.

Sports Mktng. & Mgmt. - Washington: Variquest Perfecta 2400 Poster Design System.

Graphic Design - Dobbins: Format Roll Laminator; KCAPA: Lexmark CX920 Laser Multifunction Printer.

Digital Media Production - CAPA: Camcorder; Northeast : System 3 Pro Velobind & Canon EOS 5D Mark III DSLR Camera; WPHS: Litepanels Astra 3X bi-color Trio 3 Light kit, Sound Devices 633 Compact field Mixer Kit, Canon Image Prograss Pro - 4000 large format printer, Datavideo 8-inout HD-SDI - HDMI Mobile Studio, and Oconnor O-Rig Pro Camera Kit, Strummer DNA Mate Box Kit.

Film & Video Production ; KCAPA: Sony Z150 Pro Camcorder, Fiilex K154 Q1000 - DC 1-light Fresnel kit, DJI Inspire 2 Quadcopter bundle, K 5600 Lighting Joker-Bug 800W HMI - 1 light kit, Panasonic Lumix DC-GH5 Mirrorless Micro four thirds Digital Camera, and K 5600 Lighting Joker-Bug 400W HMI - 1 light kit; Roxborough: Sony PMWA-300K1 SDCAM HD Camcorder, Libic RSP-850PD(s) Pedestal System, Eartec Comstar XT-5 5-user full duplex wireless Intercom system, ARRI Sky Panel S30-C LED softlight and Cann EOS 5D Mark III DSLR Camera; Science Leadership Academy: Sony Video Journalist backpack with trolley.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, December 6, 2017. Please reference the Resolution Number and include your name and email address.

*Resolution SRC-10 will be considered a "walk-on".

ABC Code/Funding Source \$750,000.00

B-8 (Updated 12.6.17)

Operating Funds: \$5,897 Ratification of Contract with Audio Descriptions Associates, LLC – Workshop

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery, and performance by The School District of Philadelphia, through the Superintendent of a contract with Audio Descriptions Associates, LLC. to conduct a workshop at Overbrook Educational Center on Fundamentals of Audio Description, for an amount not to exceed \$5,897, for the period commencing February 15, 2017 through February 17, 2017.

Description: Through a hands-on workshop, describer training was provided according to the Fundamentals of Audio Description developed by Joel Snyder, Ph.D. Participants experienced how Audio Description (AD) makes video images accessible for people who are blind or have low vision. Using words that are succinct, vivid and imaginative, describers convey the visual image that is not fully accessible to students who are blind or have trouble seeing even with correction.

This is a ratification is required due to a mistake at the school level in not understanding the correct procedures for engaging and compensating a contractor. In the future, no further service will be allowed in Overbrook Educational Center without prior LCA or SRC resolution approval.

ABC Code/Funding Source \$5,897.00
1100-002-4480-1101-3291 Operating

IV. INTERMEDIATE UNIT

None Submitted

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, December 6, 2017. Please reference the Resolution Number and include your name and email address.

*Resolution SRC-10 will be considered a “walk-on”.

RESOLVED, that the School Reform Commission hereby ratifies the appointment of the following persons to the positions, on the effective dates through **November 30, 2017** and at the salaries respectively noted, as recommended by the Superintendent, provided that: (a) continued employment of persons appointed to positions funded by categorical grants is contingent upon the availability of grant funds; and (b) persons appointed to positions funded by operating funds, shall report to either the Superintendent or his/her designees, and shall serve at the pleasure of the School Reform Commission.

THE FOLLOWING EMPLOYEES HAVE BEEN HIRED:

ABRAHAM, JESSICA A	TEACHER,FULL TIME	MASTBAUM, JULES E. HIGH SCHOOL	11/13/17	\$46,694.00	ANNUAL SALARY
ACOSTA, JEREMY A	SCHOOL POLICE OFFICER	OFFICE OF SCHOOL SAFETY	10/30/17	\$28,378.00	ANNUAL SALARY
ADAMSON-WHITE, DEBONTINA S	TEACHER,FULL TIME	HARDING, WARREN G. MIDDLE SCH	11/30/17	\$46,694.00	ANNUAL SALARY
ADEGBOLA, BUKUN	STUDENT CLIMATE STAFF,4 HOURS	JUNIATA PARK ACADEMY	11/29/17	\$9,377.00	ANNUAL SALARY
ADKINS, MONIQUE	TEACHER,FULL TIME	KENSINGTON HEALTH SCIENCES	11/16/17	\$46,694.00	ANNUAL SALARY
ALEXANDER, JAMIE H	CLASSROOM ASST,SP ED,SV HND	CARNELL, LAURA H. SCHOOL	11/29/17	\$19,344.00	ANNUAL SALARY
ALLEN, AISHA M	BUS ATTENDANT	LUDLOW, JAMES R. SCHOOL	11/06/17	\$11,294.00	ANNUAL SALARY
ALLEN, WILLIA,M	SCHOOL POLICE OFFICER	OFFICE OF SCHOOL SAFETY	10/30/17	\$28,378.00	ANNUAL SALARY
ANTHONY, LINDSAY B	GENERAL CLEANER, 8 HOURS	DOBSON, JAMES SCHOOL	11/27/17	\$20,423.00	ANNUAL SALARY
AQUINO, ALEXIS J	GENERAL CLEANER, 8 HOURS	SULLIVAN, JAMES J. SCHOOL	11/06/17	\$20,423.00	ANNUAL SALARY
BAKER, KIZZI L	ONE TO ONE ASST, SPECIAL ED	WEST PHILADELPHIA HIGH SCHOOL	11/28/17	\$19,344.00	ANNUAL SALARY
BAKER, RICHARD A	SCHOOL POLICE OFFICER	OFFICE OF SCHOOL SAFETY	10/31/17	\$28,378.00	ANNUAL SALARY
BARBARITO, MICHAEL R	TEACHER,FULL TIME	RHODES ELEMENTARY SCHOOL	11/27/17	\$62,368.00	ANNUAL SALARY
BARR, SHANEL I	STUDENT CLIMATE STAFF,3 HOURS	CHILDS, GEORGE W. SCHOOL	11/20/17	\$7,032.00	ANNUAL SALARY
BARRETT, JACQUELINE M	STUDENT CLIMATE STAFF,5 HOURS	FELTONVILLE INTERMEDIATE	11/06/17	\$11,721.00	ANNUAL SALARY
BENTLEY, KIYANA N	GENERAL CLEANER, 8 HOURS	WILLARD, FRANCES E. SCHOOL	11/06/17	\$20,423.00	ANNUAL SALARY
BETRAND, NADIRAH C	STUDENT CLIMATE STAFF,5 HOURS	HARDING, WARREN G. MIDDLE SCH	11/15/17	\$11,721.00	ANNUAL SALARY
BILLUPS, SHAHEED D	DATA ANALYST	OFFICE OF PROCUREMENT SERVICES	11/13/17	\$52,500.00	ANNUAL SALARY
BLAKE, SHANEICE A	SCHOOL POLICE OFFICER	OFFICE OF SCHOOL SAFETY	10/30/17	\$28,378.00	ANNUAL SALARY
BOULWARE, BRANDON G	FOOD SVCS ASSISTANT	MATH, CIVICS AND SCIENCES	11/06/17	\$9,061.00	ANNUAL SALARY
BOYD, ALLEN	GENERAL CLEANER, 8 HOURS	PENN TREATY HIGH SCHOOL	10/30/17	\$20,423.00	ANNUAL SALARY
BOYER, ASHLEY N	STUDENT CLIMATE STAFF,4 HOURS	STEEL, EDWARD SCHOOL	11/27/17	\$9,377.00	ANNUAL SALARY
BRENT, ASHLEY	STUDENT CLIMATE STAFF,4 HOURS	GOMPERS, SAMUEL SCHOOL	11/01/17	\$9,377.00	ANNUAL SALARY
BRENT, SALETA C	STUDENT CLIMATE STAFF,3 HOURS	DOBBINS, MURRELL HIGH SCHOOL	11/13/17	\$7,032.00	ANNUAL SALARY
BROOKS, RENO	TEACHER,FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	11/27/17	\$45,359.00	ANNUAL SALARY
BROWN, ANDRE	EXT ACTVTS,NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	11/17/17	\$24.00	HOURLY RATE
BROWN, ANIELLE	SUPPORTIVE SERVICES ASST, 4 HR	TAGGART, JOHN H. SCHOOL	11/27/17	\$11,666.00	ANNUAL SALARY
BROWN, ANITA O	ONE TO ONE ASST, SPECIAL ED	BACHE-MARTIN SCHOOL	11/06/17	\$19,344.00	ANNUAL SALARY
BROWN, HOWARD S	TEACHER,FULL TIME	NORTHEAST HIGH SCHOOL	11/07/17	\$45,359.00	ANNUAL SALARY
BROWN, JEWEL M	STUDENT CLIMATE STAFF,5 HOURS	SPRING GARDEN SCHOOL	11/15/17	\$11,721.00	ANNUAL SALARY
CAPERS, JAMES L	PAINTER/GLAZER/PLASTERER B 4DY	PAINTING SERVICES	10/30/17	\$42,548.00	ANNUAL SALARY
CARN, STANLEY	GENERAL CLEANER, 8 HOURS	MASTBAUM, JULES E. HIGH SCHOOL	11/27/17	\$20,423.00	ANNUAL SALARY
CARNEY, CHANTE E	STUDENT CLIMATE STAFF,3 HOURS	GOMPERS, SAMUEL SCHOOL	11/13/17	\$7,563.00	ANNUAL SALARY

CASTRO, GESSENIA	STUDENT CLIMATE STAFF,5 HOURS	HARDING, WARREN G. MIDDLE SCH	11/29/17	\$11,721.00	ANNUAL SALARY
CHAPLIN, ZIARA H	CLASSROOM ASST,SP ED,SV HND	BACHE-MARTIN SCHOOL	11/13/17	\$19,344.00	ANNUAL SALARY
CLAIR, JESSICA A	TEACHER,FULL TIME	NORTHEAST HIGH SCHOOL	11/20/17	\$46,694.00	ANNUAL SALARY
COLBERT, JAMILA A	SUPPORTIVE SERVICES ASST, 4 HR	FELTONVILLE INTERMEDIATE	11/20/17	\$11,666.00	ANNUAL SALARY
COLEMAN, KAHREEMAH C	TEACHER,SPEC EDUCATION	LAMBERTON,ROBERT E ELEMENTARY	11/20/17	\$46,193.00	ANNUAL SALARY
COLEMAN, STEPHANIE R	BUS ATTENDANT,ONE TO ONE	FINLETTER, THOMAS K. SCHOOL	11/03/17	\$11,294.00	ANNUAL SALARY
COLEMAN, TIFFANY N	STUDENT CLIMATE STAFF,3 HOURS	LOWELL, JAMES R. SCHOOL	11/27/17	\$7,032.00	ANNUAL SALARY
COLLINS, CATHERINE	EXT ACTVTS,NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	11/17/17	\$20.00	HOURLY RATE
CONBOY, MATTHEW J	TEACHER,FULL TIME	RHODES ELEMENTARY SCHOOL	11/13/17	\$45,359.00	ANNUAL SALARY
CORNELIO-WEIMER, ANGELA R	ONE TO ONE ASST, SPECIAL ED	BROWN, JOSEPH H. SCHOOL	11/13/17	\$19,344.00	ANNUAL SALARY
CORSO, JACQUELINE M	TEACHER,FULL TIME	MCKINLEY, WILLIAM SCHOOL	09/16/17	\$45,359.00	ANNUAL SALARY
COUSIN, BELINDA D	TEACHER,FULL TIME	PRINCE HALL SCHOOL	11/28/17	\$45,359.00	ANNUAL SALARY
CUSTIS, LASHONDE L	CLASSROOM ASST,SP ED,SV HND	LUDLOW, JAMES R. SCHOOL	11/13/17	\$19,344.00	ANNUAL SALARY
DANIELS, JOSEPH	STUDENT CLIMATE STAFF,4 HOURS	LAMBERTON,ROBERT E ELEMENTARY	11/20/17	\$9,377.00	ANNUAL SALARY
DAVIS, DOROTHEA R	STUDENT CLIMATE STAFF,3 HOURS	BALDI MIDDLE SCHOOL	11/13/17	\$7,032.00	ANNUAL SALARY
DEBNAM, THERESA V	ONE TO ONE ASST, SPECIAL ED	HIGH SCHOOL OF THE FUTURE	11/06/17	\$19,344.00	ANNUAL SALARY
DEISSLER, KAREN	TEACHER,FULL TIME	SOLIS-COHEN, SOLOMON SCHOOL	11/03/17	\$76,461.00	ANNUAL SALARY
DEJESUS, LEANETTE G	SUPPORTIVE SERVICES ASST, 3 HR	FITZPATRICK, A. L. SCHOOL	11/13/17	\$8,749.00	ANNUAL SALARY
DENSON, BRYONNA A	ONE TO ONE ASST, SPECIAL ED	PRINCE HALL SCHOOL	11/01/17	\$19,344.00	ANNUAL SALARY
DEVIRGILIIS, KRISTEN	TEACHER,FULL TIME	SHEPPARD, ISAAC A. SCHOOL	11/27/17	\$56,531.00	ANNUAL SALARY
DICKERSON, ALISHA S	BUS ATTENDANT	FINLETTER, THOMAS K. SCHOOL	11/27/17	\$11,294.00	ANNUAL SALARY
DIETSCH, ALIVIA M	STUDENT CLIMATE STAFF,3 HOURS	STEARNE, ALLEN M. SCHOOL	11/20/17	\$7,032.00	ANNUAL SALARY
DINGWALL, LINDA	TEACHER,FULL TIME	DOBBINS, MURRELL HIGH SCHOOL	11/06/17	\$46,694.00	ANNUAL SALARY
DISTEFANO, JESSICA	STUDENT CLIMATE STAFF,3 HOURS	FITZPATRICK, A. L. SCHOOL	11/20/17	\$7,032.00	ANNUAL SALARY
DORMAN, JOHN	SCHOOL POLICE OFFICER	OFFICE OF SCHOOL SAFETY	11/05/17	\$28,378.00	ANNUAL SALARY
DRAINS, ERIC I	STUDENT CLIMATE STAFF,4 HOURS	FELS, SAMUEL HIGH SCHOOL	11/02/17	\$9,377.00	ANNUAL SALARY
DRINKS, BRIQUELL R	BUS ATTENDANT	GOMPERS, SAMUEL SCHOOL	11/20/17	\$11,294.00	ANNUAL SALARY
DUFF, DARNEL P	FOOD SVCS ASSISTANT	DECATUR, STEPHEN SCHOOL	11/27/17	\$9,061.00	ANNUAL SALARY
EAGAN, MICHELE C	INDUSTRY DEVELOPMENT SPLST	STUDENT EMPLOYMENT CERT OFFICE	11/20/17	\$54,199.00	ANNUAL SALARY
EDGE, SAMUEL	EXT ACTVTS,NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	11/17/17	\$24.00	HOURLY RATE
EDISON, KRYSTLE S	SCHOOL POLICE OFFICER	OFFICE OF SCHOOL SAFETY	10/30/17	\$28,378.00	ANNUAL SALARY
ELIASON, SUSAN R	TEACHER,FULL TIME	HUNTER, WILLIAM H. SCHOOL	11/27/17	\$45,359.00	ANNUAL SALARY
ELLERSON, SARITA	STUDENT CLIMATE STAFF,4 HOURS	ELLWOOD SCHOOL	11/27/17	\$9,377.00	ANNUAL SALARY
ELWELL, JILL T	TEACHER,FULL TIME	OLNEY ELEMENTARY SCHOOL	11/06/17	\$45,359.00	ANNUAL SALARY
ERDEM AKCAY, EBRU	POLICY RESEARCH ANALYST	RESEARCH & EVALUATION	11/27/17	\$94,000.00	ANNUAL SALARY
FAISON, MICHELLE	SUPPORTIVE SERVICES ASST, 3 HR	STEEL, EDWARD SCHOOL	11/06/17	\$8,749.00	ANNUAL SALARY
FLOYD, EVELYN	FOOD SVCS ASSISTANT	MORRIS, ROBERT SCHOOL	11/13/17	\$14,724.12	ANNUAL SALARY
FUTCH, AISHA L	ONE TO ONE ASST, SPECIAL ED	COOKE, JAY ELEMENTARY SCHOOL	11/27/17	\$29,850.00	ANNUAL SALARY
GALICIA, YURIZAN	COUNSELING ASST,BILINGUAL	NORTHEAST HIGH SCHOOL	11/15/17	\$22,595.00	ANNUAL SALARY
GILBERT, CAROLYN D	FOOD SVCS ASSISTANT	CLEMENTE, ROBERTO MIDDLE SCHL	11/27/17	\$9,061.00	ANNUAL SALARY
GILLIAM, ISIAH D	GENERAL CLEANER, 8 HOURS	WELSH, JOHN SCHOOL	11/27/17	\$20,423.00	ANNUAL SALARY
GONZALEZ, KIARA M	STUDENT CLIMATE STAFF,5 HOURS	HARDING, WARREN G. MIDDLE SCH	11/29/17	\$11,721.00	ANNUAL SALARY
GORSKY, RYAN T	EXT ACTVTS,NON-CONTRACT EMP-HR	EMPLOYEE SUPPORT SERVICES	11/01/17	\$12.00	HOURLY RATE
GROSSMANN, JARED	SUPPORTIVE SERVICES ASST, 4 HR	LINCOLN, ABRAHAM HIGH SCHOOL	11/27/17	\$11,666.00	ANNUAL SALARY

HALL, TYESHA	ONE TO ONE ASST, SPECIAL ED	BARTRAM, JOHN HIGH SCHOOL	11/15/17	\$19,344.00	ANNUAL SALARY
HARMON, AHJANAE C	STUDENT CLIMATE STAFF,5 HOURS	BLANKENBURG, RUDOLPH SCHOOL	11/27/17	\$11,721.00	ANNUAL SALARY
HARRIS, ERIC B	GENERAL CLEANER, 8 HOURS	SOUTHWARK SCHOOL	11/27/17	\$20,423.00	ANNUAL SALARY
HARVEY, LATASHIA	STUDENT CLIMATE STAFF,5 HOURS	FELTONVILLE INTERMEDIATE	11/13/17	\$11,721.00	ANNUAL SALARY
HEARD, JASMINE D	STUDENT CLIMATE STAFF,3 HOURS	PRINCE HALL SCHOOL	11/15/17	\$7,032.00	ANNUAL SALARY
HENNIGAN, SHONIQUE L	BUS ATTENDANT	MORTON, THOMAS G. SCHOOL	11/27/17	\$11,294.00	ANNUAL SALARY
HICKS, TALIA R	BUS ATTENDANT,ONE TO ONE	WEBSTER, JOHN H. SCHOOL	11/13/17	\$11,294.00	ANNUAL SALARY
HINES, THOMAS	EXT ACTVTS,NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	11/27/17	\$24.00	HOURLY RATE
HINTON, TEMPEST L	BUS ATTENDANT,ONE TO ONE	FARRELL, LOUIS H. SCHOOL	11/13/17	\$11,294.00	ANNUAL SALARY
HOWARD, LAUREN C	BUS ATTENDANT	LOWELL, JAMES R. SCHOOL	11/07/17	\$11,294.00	ANNUAL SALARY
HUANG, SHAOJUAN	COUNSELING ASST,BILINGUAL	SPRUANCE, GILBERT SCHOOL	11/01/17	\$22,595.00	ANNUAL SALARY
HUDNELL, EUNIQUE G	STUDENT CLIMATE STAFF,5 HOURS	KENDERTON ELEMENTARY	11/27/17	\$11,721.00	ANNUAL SALARY
HUNT, CAROLYN R	SUPPORTIVE SERVICES ASST, 4 HR	TAYLOR, BAYARD SCHOOL	11/27/17	\$11,666.00	ANNUAL SALARY
HUNTER, STEVEN T	TEACHER,FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	11/27/17	\$46,694.00	ANNUAL SALARY
JACKSON, KENDRA D	BUS ATTENDANT	MEADE, GEN. GEORGE G. SCHOOL	11/20/17	\$11,294.00	ANNUAL SALARY
JAMES, ADAIR M	STUDENT CLIMATE STAFF,4 HOURS	FORREST, EDWIN SCHOOL	11/28/17	\$9,377.00	ANNUAL SALARY
JAMES, AMIN	STUDENT CLIMATE STAFF,4 HOURS	LONGSTRETH, WILLIAM C. SCHOOL	11/16/17	\$9,377.00	ANNUAL SALARY
JEFFERSON, JAMILA	SCHOOL NURSE	BRYANT, WILLIAM C. SCHOOL	11/20/17	\$56,531.00	ANNUAL SALARY
JOHNSON, JENAE	ONE TO ONE ASST, SPECIAL ED	MARSHALL, THURGOOD SCHOOL	11/28/17	\$19,344.00	ANNUAL SALARY
JOHNSON-DRENNON, KENNETH E	FOOD SVCS ASSISTANT	MATH, CIVICS AND SCIENCES	11/06/17	\$9,061.00	ANNUAL SALARY
JOHNSON-STIBBINS, DAYONNAH	ONE TO ONE ASST, SPECIAL ED	HESTON, EDWARD SCHOOL	11/28/17	\$19,344.00	ANNUAL SALARY
JOHNSTON, TIFFANY	DIR, MINORITY & SMALL BUSIN OF	OFFICE OF PROCUREMENT SERVICES	11/06/17	\$103,500.00	ANNUAL SALARY
JONES, MONIQUE T	ONE TO ONE ASST, SPECIAL ED	HARTRANFT, JOHN F. SCHOOL	11/29/17	\$14,759.00	ANNUAL SALARY
JONES, PHADRA N	BUS ATTENDANT	ZIEGLER, WILLIAM H. SCHOOL	11/06/17	\$11,294.00	ANNUAL SALARY
JUNOD, KELLY A	BUS ATTENDANT,ONE TO ONE	DECATUR, STEPHEN SCHOOL	11/27/17	\$11,294.00	ANNUAL SALARY
KEMP, LATASHA	FOOD SVCS ASSISTANT	RHOADS, JAMES SCHOOL	11/13/17	\$11,326.25	ANNUAL SALARY
KEYES, DELVETTA A	ONE TO ONE ASST, SPECIAL ED	LAMBERTON,ROBERT E ELEMENTARY	11/29/17	\$19,344.00	ANNUAL SALARY
KIMBLE, SHARIFA B	FOOD SVCS ASSISTANT	NORTHEAST HIGH SCHOOL	11/27/17	\$9,061.00	ANNUAL SALARY
KOKA, ARMIR	EXT ACTVTS,NON-CONTRACT EMP-HR	MULTILINGUAL PROGRAMS	11/27/17	\$12.00	HOURLY RATE
KRATCHMAN, ARTHUR	EXT ACTVTS,NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	11/17/17	\$24.00	HOURLY RATE
LAHIFF, MELISSA C	TEACHER,FULL TIME	CARNELL, LAURA H. SCHOOL	09/16/17	\$45,359.00	ANNUAL SALARY
LAVIN, FRANK X	SCHOOL POLICE OFFICER	OFFICE OF SCHOOL SAFETY	10/30/17	\$28,378.00	ANNUAL SALARY
LAW, HOLLIE L	TEACHER,FULL TIME	LAMBERTON,ROBERT E ELEMENTARY	10/31/17	\$45,359.00	ANNUAL SALARY
LEE, MAURITA	ONE TO ONE ASST, SPECIAL ED	KEARNY, GEN. PHILIP SCHOOL	11/27/17	\$19,344.00	ANNUAL SALARY
LEIGH, STACEY L	TEACHER,FULL TIME	DOBBINS, MURRELL HIGH SCHOOL	11/27/17	\$45,359.00	ANNUAL SALARY
LEWIS, NATASHA D	STUDENT CLIMATE STAFF,4 HOURS	HOPKINSON, FRANCIS SCHOOL	11/27/17	\$9,377.00	ANNUAL SALARY
LEWIS, SHARON A	FOOD SVCS ASSISTANT	FOX CHASE SCHOOL	11/27/17	\$9,061.00	ANNUAL SALARY
LOFTUS, KAREN L	TEACHER,SPEC EDUCATION	ALLEN, ETHAN SCHOOL	11/01/17	\$73,803.00	ANNUAL SALARY
LOPEZ, ELBA M	ONE TO ONE ASST, SPECIAL ED	LOESCHE, WILLIAM H. SCHOOL	11/01/17	\$19,344.00	ANNUAL SALARY
LOPEZ, JESSIEMARIE	STUDENT CLIMATE STAFF,3 HOURS	SOLIS-COHEN, SOLOMON SCHOOL	11/13/17	\$7,032.00	ANNUAL SALARY
LOTTIER, KIRSTEN E	TEACHER,FULL TIME	EDMONDS, FRANKLIN S. SCHOOL	11/13/17	\$46,694.00	ANNUAL SALARY
LOVE, DOROTHY	ONE TO ONE ASST, SPECIAL ED	LOGAN, JAMES SCHOOL	11/06/17	\$19,344.00	ANNUAL SALARY
LUMUMBA, SHAKIA S	GENERAL CLEANER, 8 HOURS	PRATT, ANNA B. SCHOOL	11/27/17	\$20,423.00	ANNUAL SALARY
MACON, JOSEPH	TEACHER,FULL TIME	ROBESON, PAUL HIGH SCHOOL	11/01/17	\$45,359.00	ANNUAL SALARY

MADDEN, MEMPHIS L	EXT ACTVTS, NON-CONTRACT EMP-HR	CHIEF EXECUTIVE OFFICE	11/13/17	\$15.00	HOURLY RATE
MALISHCHAK, ALEXA A	COUNSELING ASST, BILINGUAL	MARSHALL, THURGOOD SCHOOL	11/13/17	\$22,595.00	ANNUAL SALARY
MANGO, BRIAN	SUPPORTIVE SERVICES ASST, 4 HR	CATHARINE, JOSEPH SCHOOL	11/20/17	\$9,377.00	ANNUAL SALARY
MANIER, ANTWYNETTE L	ONE TO ONE ASST, SPECIAL ED	LEA, HENRY C.	11/13/17	\$19,344.00	ANNUAL SALARY
MARKS, SHAVONNE L	CLASSROOM ASST, SP ED, MULTP STU	COMEGYS, BENJAMIN B. SCHOOL	11/20/17	\$19,344.00	ANNUAL SALARY
MARKS, TERON	GENERAL CLEANER, 8 HOURS	CAMELOT ACADEMY	11/27/17	\$20,423.00	ANNUAL SALARY
MARRERO, LYNETTE M	ONE TO ONE ASST, SPECIAL ED	LOWELL, JAMES R. SCHOOL	11/06/17	\$19,344.00	ANNUAL SALARY
MASON, GREGORY M	GENERAL CLEANER, 8 HOURS	MARSHALL, THURGOOD SCHOOL	11/27/17	\$20,423.00	ANNUAL SALARY
MATTOX, LALITA V	BUS ATTENDANT, ONE TO ONE	CRAMP, WILLIAM SCHOOL	11/27/17	\$11,294.00	ANNUAL SALARY
MCLEAN, KATHRYN A	TEACHER, FULL TIME	BRYANT, WILLIAM C. SCHOOL	11/20/17	\$45,359.00	ANNUAL SALARY
MILLER, BREANNA L	TEACHER, FULL TIME	SHEPPARD, ISAAC A. SCHOOL	11/13/17	\$45,359.00	ANNUAL SALARY
MILLINER, DAHNEK Q	TRADES APPRENTICE	FACILITIES CENTRAL MAINTENANCE	11/13/17	\$20,390.00	ANNUAL SALARY
MISHRA, SHUCHI	TEACHER, FULL TIME	EDISON, THOMAS A. HIGH SCHOOL	11/27/17	\$79,586.00	ANNUAL SALARY
MITCHELL, CARYN F	SUPPORTIVE SERVICES ASST, 3 HR	MOORE, J. HAMPTON SCHOOL	11/13/17	\$8,749.00	ANNUAL SALARY
MITCHELL, MONICA L	FOOD SVCS ASSISTANT	MATH, CIVICS AND SCIENCES	11/27/17	\$9,061.00	ANNUAL SALARY
MONTELLA, NATALIE M	TEACHER, FULL TIME	MC CLURE, ALEXANDER K. SCHOOL	11/20/17	\$54,364.00	ANNUAL SALARY
MONTGOMERY, MICHELE	SUPPORTIVE SERVICES ASST, 3 HR	ELKIN, LEWIS SCHOOL	11/13/17	\$8,749.00	ANNUAL SALARY
MOORE, DAWN C	BUS ATTENDANT, ONE TO ONE	BALDI MIDDLE SCHOOL	11/27/17	\$11,294.00	ANNUAL SALARY
MOORE, DAWN C	STUDENT CLIMATE STAFF, 3 HOURS	BALDI MIDDLE SCHOOL	11/27/17	\$7,032.00	ANNUAL SALARY
MOORE, TAHSHOMBI T	FOOD SVCS ASSISTANT	STANTON, EDWIN M. SCHOOL	11/13/17	\$11,326.25	ANNUAL SALARY
MOSCARIELLO, RITA	STUDENT CLIMATE STAFF, 4 HOURS	MCDANIEL, DELAPLAINE SCHOOL	10/30/17	\$11,666.00	ANNUAL SALARY
MUKONGO, ERICA M	CLASSROOM ASST, SP ED, SV HND	FARRELL, LOUIS H. SCHOOL	11/28/17	\$19,344.00	ANNUAL SALARY
MYERS, KIARAH N	STUDENT CLIMATE STAFF, 5 HOURS	KIRKBRIDE, ELIZA B. SCHOOL	11/27/17	\$11,721.00	ANNUAL SALARY
NELLETT, MEGHAN K	TEACHER, FULL TIME	MAYFAIR SCHOOL	11/27/17	\$45,359.00	ANNUAL SALARY
NELSON, NINA	ONE TO ONE ASST, SPECIAL ED	WEBSTER, JOHN H. SCHOOL	11/01/17	\$19,344.00	ANNUAL SALARY
NICE, JENNIFER	TEACHER, FULL TIME	GREENBERG, JOSEPH SCHOOL	11/27/17	\$46,694.00	ANNUAL SALARY
NOCK, ERIC	GENERAL CLEANER, SUPPLEMENTAL	PER DIEM	11/14/17	\$9.56	HOURLY RATE
O'KEEFE, RYAN J	INTERP, DEAF/HARD OF HEARING	SCIENCE LEADERSHIP ACADEMY	11/01/17	\$45,610.00	ANNUAL SALARY
PALMER, KAYLA E	STUDENT CLIMATE STAFF, 3 HOURS	BROWN, HENRY A. SCHOOL	11/29/17	\$7,032.00	ANNUAL SALARY
PARIS THOMAS, LAKESHA E	FOOD SVCS ASSISTANT	MAYFAIR SCHOOL	11/27/17	\$9,061.00	ANNUAL SALARY
PATTERSON, LATANYA	FOOD SVCS ASSISTANT	FELTONVILLE INTERMEDIATE	11/13/17	\$9,061.00	ANNUAL SALARY
PAUL, JESSICA L	ONE TO ONE ASST, SPECIAL ED	FITZPATRICK, A. L. SCHOOL	11/13/17	\$19,344.00	ANNUAL SALARY
PHAM, VINH X	CLASSROOM ASST, SP ED, MULTP STU	COMEGYS, BENJAMIN B. SCHOOL	11/27/17	\$19,344.00	ANNUAL SALARY
PIASCIK, PATRICIA A	TEACHER, FULL TIME	GIRLS, PHILA HIGH SCHOOL FOR	11/20/17	\$83,382.00	ANNUAL SALARY
PRAWL, SHAKIRA Z	ONE TO ONE ASST, SPECIAL ED	FELTONVILLE ARTS & SCIENCES	11/28/17	\$19,344.00	ANNUAL SALARY
PRIESTER, PATRICIA A	GENERAL CLEANER, 8 HOURS	SPRING GARDEN SCHOOL	11/06/17	\$20,423.00	ANNUAL SALARY
RAUCH, LYNN R	GENERAL COUNSEL	OFFICE OF GENERAL COUNSEL	11/13/17	\$195,000.00	ANNUAL SALARY
REARDON, KRISTY A	TEACHER, FULL TIME	FORREST, EDWIN SCHOOL	11/13/17	\$45,359.00	ANNUAL SALARY
REAVES CANTIE, SCHRELL L	SUPPORTIVE SERVICES ASST, 4 HR	COOKE, JAY ELEMENTARY SCHOOL	11/27/17	\$11,666.00	ANNUAL SALARY
REED, SHEREE M	TEACHER, SPEC EDUCATION	CREATIVE AND PERFORMING ARTS	11/27/17	\$47,527.00	ANNUAL SALARY
RICKETTS, RAPHALETA A	STUDENT CLIMATE STAFF, 3 HOURS	HARRINGTON, AVERY D. SCHOOL	11/15/17	\$7,032.00	ANNUAL SALARY
RIGGS, SHAMIRA L	GENERAL CLEANER, 8 HOURS	WASHINGTON, GROVER JR. MIDDLE	11/27/17	\$20,423.00	ANNUAL SALARY
RILEY, DONTE M	STUDENT CLIMATE STAFF, 4 HOURS	FRANKLIN, BENJAMIN SCHOOL	11/06/17	\$9,377.00	ANNUAL SALARY
RITZLOCK, ANN M	ONE TO ONE ASST, SPECIAL ED	HANCOCK, JOHN SCHOOL	11/20/17	\$19,344.00	ANNUAL SALARY

ROBINSON, TEQUILA N	ONE TO ONE ASST, SPECIAL ED	BACHE-MARTIN SCHOOL	11/08/17	\$20,345.00	ANNUAL SALARY
ROGERS, CERISSA C	STUDENT CLIMATE STAFF,3 HOURS	BARTON SCHOOL	11/27/17	\$7,032.00	ANNUAL SALARY
RYANS, KIM P	BUS ATTENDANT	CASSIDY,LEWIS C ACADEMICS PLUS	11/27/17	\$11,294.00	ANNUAL SALARY
SALLARD, ZARIAH	ONE TO ONE ASST, SPECIAL ED	PENNYPACKER, SAMUEL SCHOOL	11/06/17	\$19,344.00	ANNUAL SALARY
SANFORD, DENISE F	FOOD SVCS ASSISTANT	HILL-FREEDMAN WORLD ACADEMY	11/27/17	\$9,061.00	ANNUAL SALARY
SCHENK, BRIAN J	TEACHER,FULL TIME	SHERIDAN, PHILIP H. SCHOOL	11/29/17	\$46,694.00	ANNUAL SALARY
SCHMELING, WILLIAM T	CLASSROOM ASST,SP ED,SV HND	MC CALL, GEN. GEORGE A. SCHOOL	11/28/17	\$19,344.00	ANNUAL SALARY
SCHNEIDER, FRANK W	EXT ACTVTS,NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	11/17/17	\$24.00	HOURLY RATE
SEWELL, KIMBERLY	ONE TO ONE ASST, SPECIAL ED	KENSINGTON CAPA	11/20/17	\$19,344.00	ANNUAL SALARY
SHAGIN, ABIGAIL A	TEACHER,FULL TIME	SCIENCE LEADERSHIP ACADEMY	11/20/17	\$45,359.00	ANNUAL SALARY
SHELTON, ROBERT	EXT ACTVTS,NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	09/12/17	\$24.00	HOURLY RATE
SHELTON, ROBERT	EXT ACTVTS,NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	08/10/17	\$24.00	HOURLY RATE
SHIVERS, SHARIFA	PAYROLL PROCESSOR II	PAYROLL	11/16/17	\$37,439.00	ANNUAL SALARY
SIZER, RONALD A	TEACHER,FULL TIME	FRANKLIN, BENJAMIN HIGH SCHOOL	11/28/17	\$45,359.00	ANNUAL SALARY
SKINNER, ANGELA Q	BUS ATTENDANT,ONE TO ONE	DECATUR, STEPHEN SCHOOL	11/27/17	\$11,294.00	ANNUAL SALARY
SKINNER, ANGELA Q	STUDENT CLIMATE STAFF,3 HOURS	DECATUR, STEPHEN SCHOOL	11/27/17	\$7,032.00	ANNUAL SALARY
SMITH, HEATHER L	TEACHER,FULL TIME	WAGNER, GEN. LOUIS MIDDLE SCH.	11/20/17	\$45,359.00	ANNUAL SALARY
SO, SEREYVIBOL K	TEACHER,FULL TIME	FINLETTER, THOMAS K. SCHOOL	11/06/17	\$45,359.00	ANNUAL SALARY
SPEESE, ANDREW P	IT SECURITY ENGINEER	TECHNICAL OPERATIONS	11/13/17	\$85,000.00	ANNUAL SALARY
ST IAGO-MCRAE, EZRY	TEACHER,FULL TIME	DICK, WILLIAM SCHOOL	11/27/17	\$45,359.00	ANNUAL SALARY
STOKES, ROBIN L	ONE TO ONE ASST, SPECIAL ED	SHERIDAN, PHILIP H. SCHOOL	11/13/17	\$19,344.00	ANNUAL SALARY
STOUTMIRE, SANDRA D	BUS ATTENDANT	COMEGYS, BENJAMIN B. SCHOOL	10/24/17	\$11,294.00	ANNUAL SALARY
TAMES, CLAIRE G	TEACHER,FULL TIME	PRINCE HALL SCHOOL	11/15/17	\$45,359.00	ANNUAL SALARY
THOMAS, AISSATA	CLASSROOM ASST,SP ED,SV HND	FRANKFORD HIGH SCHOOL	11/20/17	\$19,344.00	ANNUAL SALARY
THOMPSON, SIERRA R	ONE TO ONE ASST, SPECIAL ED	HARTRANFT, JOHN F. SCHOOL	11/13/17	\$19,344.00	ANNUAL SALARY
THREATS, DONNA M	STUDENT CLIMATE STAFF,5 HOURS	ZIEGLER, WILLIAM H. SCHOOL	11/15/17	\$11,721.00	ANNUAL SALARY
TIMOTHY, GABRIELA	PROJECT MANAGER	CHARTER, PARTNER & NEW SCHOOLS	11/16/17	\$65,000.00	ANNUAL SALARY
TINSLEY, SHAFI	EXT ACTVTS,NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	08/10/17	\$24.00	HOURLY RATE
TOMLIN, KENDRA J	STUDENT CLIMATE STAFF,4 HOURS	FELS, SAMUEL HIGH SCHOOL	11/20/17	\$9,377.00	ANNUAL SALARY
TRAUTZ, BRIDGET L	SCHOOL NURSE	PEIRCE, THOMAS M. SCHOOL	11/20/17	\$51,113.00	ANNUAL SALARY
TRUJILLO, MOISES	GENERAL CLEANER, 8 HOURS	HARDING, WARREN G. MIDDLE SCH	11/13/17	\$20,423.00	ANNUAL SALARY
TURNER, ANEESA S	SUPPORTIVE SERVICES ASST, 4 HR	JENKS ACADEMY ARTS & SCIENCES	11/20/17	\$8,749.00	ANNUAL SALARY
VELAZQUEZ, MARIA	ONE TO ONE ASST, SPECIAL ED	FORREST, EDWIN SCHOOL	11/27/17	\$19,344.00	ANNUAL SALARY
VINCENT-GALLASHAW, LYDIA R	SUPPORTIVE SERVICES ASST, 3 HR	ALLEN, ETHAN SCHOOL	11/06/17	\$8,749.00	ANNUAL SALARY
VIROLA ROMERO, VIVIANA C	STUDENT CLIMATE STAFF,5 HOURS	WEBSTER, JOHN H. SCHOOL	11/06/17	\$11,721.00	ANNUAL SALARY
WARREN-CASSIDY, ALAYAH S	TEACHER,FULL TIME	OVERBROOK HIGH SCHOOL	08/19/17	\$45,359.00	ANNUAL SALARY
WEARING, KADESHA B	STUDENT CLIMATE STAFF,5 HOURS	SPRUANCE, GILBERT SCHOOL	11/20/17	\$11,721.00	ANNUAL SALARY
WESLEY, DARLENE	ONE TO ONE ASST, SPECIAL ED	FINLETTER, THOMAS K. SCHOOL	11/27/17	\$19,344.00	ANNUAL SALARY
WESTON, ARTHUR L	FOOD SVCS ASSISTANT	THE WORKSHOP SCHOOL	11/13/17	\$11,326.25	ANNUAL SALARY
WHETSTONE, LEON K	GENERAL CLEANER, 8 HOURS	ACADEMY AT PALUMBO	11/27/17	\$20,423.00	ANNUAL SALARY
WHITFIELD ELLIOTT, TRACIE	EXT ACTVTS,NON-CONTRACT EMP-HR	EARLY CHILDHOOD EDUCATION	10/23/17	\$15.00	HOURLY RATE
WIGGINS, CELESTINE	EXT ACTVTS,NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	11/17/17	\$24.00	HOURLY RATE
WILLIAMS, CHRISTINE	GENERAL CLEANER,SUPPLEMENTAL	PER DIEM	11/01/17	\$9.56	HOURLY RATE
WILLIAMS, KEVIN	GENERAL CLEANER,SUPPLEMENTAL	PER DIEM	11/01/17	\$9.56	HOURLY RATE

WILLIAMS, LOUIS A	EXT ACTVTS, NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	11/17/17	\$24.00	HOURLY RATE
WILLIAMS, THEODORE R	STUDENT CLIMATE STAFF, 3 HOURS	MCCLOSKEY, JOHN F. SCHOOL	11/20/17	\$7,032.00	ANNUAL SALARY
WILLIS, KYLE V	TEACHER, FULL TIME	WAGNER, GEN. LOUIS MIDDLE SCH.	11/20/17	\$46,694.00	ANNUAL SALARY
WOODARD-SMITH, VICTORIA M	FOOD SVCS ASSISTANT	CHILDS, GEORGE W. SCHOOL	11/27/17	\$9,061.00	ANNUAL SALARY
WOODWARD, SIARRA A	ONE TO ONE ASST, SPECIAL ED	SPRUANCE, GILBERT SCHOOL	11/01/17	\$19,344.00	ANNUAL SALARY
YONGU, SHIVERL E	STUDENT CLIMATE STAFF, 4 HOURS	MORRISON, ANDREW J. SCHOOL	11/20/17	\$9,377.00	ANNUAL SALARY
YOUNG, DAVIN T	SCHOOL POLICE OFFICER	OFFICE OF SCHOOL SAFETY	10/30/17	\$28,378.00	ANNUAL SALARY

THE FOLLOWING EMPLOYEES HAVE BEEN TERMINATED

ADAMS, IRENE R	VAN CHAUFFEUR, PART TIME PROB	11/17/17
BRYANT, KEVIN T	FOOD SVCS UTILITY WORKER	11/16/17
BYERS, KRISTIE N	STUDENT CLIMATE STAFF, 3 HOURS	10/27/17
CASPER, KIRSTIE N	TEACHER, FULL TIME	11/04/17
CHERRY, CHANELL S	STUDENT CLIMATE STAFF, 5 HOURS	10/30/17
COLON, DANIELLE M	TEACHER, FULL TIME	11/18/17
COTTMAN, MARCIA S	SUPPORTIVE SERVICES ASST, 4 HR	10/31/17
CREGAR, ANDRIES M	FOOD SVCS UTILITY WORKER	11/09/17
DAGOSTINO, GINA	TEACHER, FULL TIME	10/21/17
DAVIS, SANDRA J	TEACHER, FULL TIME	10/20/17
DEAS, EBONEE	TEACHER, FULL TIME	11/23/17
DUNN, SHERRA	STUDENT CLIMATE STAFF, 3 HOURS	10/28/17
EDWARDS, FRANK	TEACHER, FULL TIME	11/16/17
EDWARDS, SARAH A	BUS ATTENDANT, SIX HOURS	11/16/17
EISLER, MARGARET	TEACHER, FULL TIME	11/28/17
FORTUNE, SHEENA M	SECRETARY I	11/01/17
FRANKLIN, AYRESS N	FOOD SVCS ASSISTANT	11/16/17
GARSTAR, STEPHEN R	VAN CHAUFFEUR, PART TIME PROB	11/17/17
GILBERT, DARRELL B	TEACHER, FULL TIME	11/14/17
GOARIN, RACHEL	TEACHER, FULL TIME	11/21/17
GOLDSTEIN, SHIRA G	TEACHER, FULL TIME	11/04/17
GROGAN, VICTORIA L	TEACHER, FULL TIME	11/01/17
GUSMANO, OLIVIA	TEACHER, FULL TIME	11/23/17
HADLEY, KIMBERLY	STUDENT CLIMATE STAFF, 4 HOURS	11/01/17
HARRIS-KELLY, BRIANNA Y	GENERAL CLEANER, 8 HOURS	11/27/17
HASSELL, TOMMIE S	FOOD SVCS ASSISTANT	11/16/17
HENRY, D'JUANA D	STUDENT CLIMATE STAFF, 5 HOURS	11/15/17
HINKSON, JANICE P	TEACHER, FULL TIME	11/04/17
JOE, VETA	SUPPORTIVE SERVICES ASST, 3 HR	11/16/17
JONES, DIAMONI A	ONE TO ONE ASST, SPECIAL ED	11/16/17
KAPOOR, ESHA B	TEACHER, FULL TIME	10/31/17
KELLY, CHRISTINA T	TEACHER, SPEC EDUCATION	11/29/17

KINSEY, BRANDON E	CLASSROOM ASST,SP ED,SV HND	10/27/17
LAMB, MICHELLE	STUDENT CLIMATE STAFF,5 HOURS	11/16/17
LEE, NAQIYB	STUDENT CLIMATE STAFF,4 HOURS	11/16/17
LYDON, ANDREW	TEACHER,FULL TIME	11/13/17
MANN, CHLOE	TEACHER,SPEC EDUCATION	10/31/17
MCEVOY, MOIRA E	TEACHER,FULL TIME	11/16/17
MCKENZIE, SHAVON	STUDENT CLIMATE STAFF,5 HOURS	11/09/17
MENDEZ, KENIA J	FOOD SVCS ASSISTANT	11/27/17
OLAYA, AMY	TEACHER,FULL TIME	11/16/17
PANDOSH, ELIZABETH S	TEACHER,FULL TIME	11/23/17
PARK, HYE-JUNG	TEACHER,FULL TIME	11/23/17
PATTERSON, LATANYA	FOOD SVCS ASSISTANT	11/17/17
PELLIS, AMANDA R	TEACHER,FULL TIME	11/10/17
PURCELL, LOIS E	TEACHER,SPEC EDUCATION	10/27/17
RICHARDS, MONIQUE	SUPPORTIVE SERVICES ASST, 3 HR	10/31/17
ROBBINS, SAMANTHA	TEACHER,FULL TIME	11/17/17
RODRIGUEZ, ELIEZER	SUPPORTIVE SERVICES ASST, 3 HR	10/31/17
ROHRMILLER, HAYDEN F	TEACHER,FULL TIME	11/23/17
ROUNDTREE, LISA D	BUS CHAUFFEUR PART TIME PROB	10/21/17
SAMUELSEN, BRITNEY A	TEACHER,FULL TIME	11/10/17
SANDLER, KELSEY	TEACHER,FULL TIME	11/04/17
SANTANA, ELIZABETH	TEACHER,FULL TIME	10/20/17
SCHOENHARD, CHRISTA M	TEACHER,FULL TIME	10/26/17
SIMPSON-SHEPPARD, LA'SHAYE M	VAN CHAUFFEUR, PART TIME PROB	11/17/17
STEVENS, HANNAH	TEACHER,FULL TIME	11/01/17
STEVENSON, ANDREA T	STUDENT CLIMATE STAFF,5 HOURS	10/30/17
STRAIN, ELLEN M	TEACHER,FULL TIME	11/18/17
SWANSON, JULIA	TEACHER,FULL TIME	10/14/17
TARZAN, JASMINE D	FOOD SVCS WORKER II	11/17/17
WALTER, MICHELLE K	STUDENT CLIMATE STAFF,5 HOURS	11/17/17
WARKENTIN, LAURA R	TEACHER,SPEC EDUCATION	11/14/17
WELLS, SHONTAYE	SUPPORTIVE SERVICES ASST, 3 HR	11/16/17
WILKINS, MAKYIA	FOOD SVCS ASSISTANT	11/16/17
WILLIAMS-SMITH, SHAWNETTE M	SCHOOL NURSE	10/18/17
WILSON, BRIANA V	STUDENT CLIMATE STAFF,3 HOURS	11/21/17
YI, ESTHER D	TEACHER,FULL TIME	11/28/17

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 203.1

SECTION: 200 Pupils

TITLE: HIV Infection

ADOPTED: November 18,
1985

REVISED: December 17,
1990

203.1 HIV INFECTION & STUDENTS

Purpose

The School Reform Commission (SRC) is committed to providing a safe, healthy environment for its students and employees. The purpose of this policy shall be to safeguard the health and well-being of students while protecting the rights of the individual. In fulfillment of that commitment, the SRC has and shall continue to seek guidance from appropriate medical, educational, legal and government authorities.

This policy is based on current evidence that HIV infection is not normally transmissible by infected individuals within the school setting.

Definitions

HIV Infection/Diagnosis - refers to the ~~condition~~ **disease** caused by the HIV or human immunodeficiency virus. HIV is the virus that causes Acquired Immune Deficiency Syndrome (AIDS).

HIV Status-refers to a **positive, negative or undetectable result in a lab test to detect HIV presence in the body.**

HIV positive students - refers to **individuals** medically diagnosed as having HIV Infection.

Health condition-the noted level of wellness in a person as it relates to their physical state and ability to participate in their routine and expected daily activities.

Bodily fluid--a fluid or fluid secretion (such as blood, lymph, saliva, semen, rectal fluid, drainage from cuts, vomitus, respiratory secretions or urine) of the body.

Authority

This policy shall apply to all students in all programs conducted by the school district. **Other provisions specific to HIV positive staff shall also be addressed in accordance with SRC Policy 314.1 HIV Infection.[12]**

The SRC directs that the established SRC policies and administrative procedures governing attendance and school rules relative to illnesses and other diseases among students shall also apply to HIV positive students.[1][2]

The SRC shall not require routine HIV screening tests in the school setting, nor will such tests be a condition for school attendance, or **to participate** in any school district-sponsored programs.

Delegation of Responsibility

The Superintendent or designee shall be responsible for developing and releasing all **procedures** concerning HIV Infection and HIV positive students.

All district employees shall strive to maintain a respectful school climate and to prohibit physical or verbal harassment of any individual or group, including HIV positive (or perceived to be positive) students. **The school district is committed to a policy of nondiscrimination based on actual or perceived HIV status.**[3][4]

Building principals shall notify students, parents/guardians and employees about current SRC policies concerning HIV Infection and shall provide reasonable opportunities to discuss the policy and related concerns.

Mandatory Regulatory Procedures

Attendance

HIV positive students have the same right to attend school and receive services as other students and shall be subject to the same policies and administrative procedures. HIV status shall not factor into decisions concerning educational programs, privileges or participation in any school-sponsored activity.[3][5][6]

An infected student may be excused from school attendance if the parent/guardian seeks such excusal based on the advice of medical or psychological experts treating the student.

An infected student's placement shall be reassessed if there is a change in the student's need for accommodations or services.

Confidentiality

When any staff member becomes aware, by any means, that a student is or is rumored to be HIV positive, no discussions shall take place and no other person shall be contacted.

Every employee must treat as highly confidential any knowledge or speculation concerning the HIV status of a student. Violation of medical privacy shall be cause for disciplinary action, criminal prosecution, and/or personal liability for a civil suit.[7]

~~No information regarding a person's HIV **diagnosis or** status will be divulged to any individual or organization without a court order or the informed, written, signed and dated consent of the person who is HIV positive (or parent/guardian of a minor).~~

~~Staff members shall not make inquiries regarding the HIV **diagnosis or** status or AIDS diagnosis of any student.~~

~~Any hard-copy health records, notes or other documents that reference a person's HIV **diagnosis or** status will be kept under lock and key. Information regarding HIV **diagnosis or** status will not be added to a student's permanent educational or health record without written consent from parent/guardian. [\[8\]](#)[\[9\]](#)~~

~~**When the student's diagnosis or status has been noted in the district's student information system, further documentation regarding the student's HIV diagnosis and status will not be added to the student's electronic record.**~~

Infection Control

All employees shall be required to consistently follow infection control/universal precautions in all settings and at all times, including playgrounds and school buses. Employees shall notify the school nurse of all incidents of exposure to bodily fluids that presents a reasonable risk of transmitting an infection.

The school district shall maintain reasonably accessible equipment and supplies necessary for infection control.

Designated district employees may receive additional, specialized training appropriate to their positions and responsibilities.

Staff Development

The district shall provide opportunities for employees to participate in inservice education on HIV infection.

Designated district employees may receive additional, specialized training appropriate to their positions and responsibilities.

Prevention Education

The goals of HIV infection prevention education shall be to promote healthy living and discourage the behaviors that put people at risk of acquiring HIV Infection. Prevention education shall be taught for primary, intermediate, middle school and high school students. Educational materials and instruction shall be determined by the local school district and be appropriate to the age group being taught. The school district may omit instruction in the elementary grades on transmission of disease through sexual activity. [\[10\]](#)

Prior to HIV Infection instruction in the schools, the district shall publicize that curriculum outlines and materials used in the instruction shall be available for review.[\[10\]\[11\]](#)

A student shall be excused from HIV Infection education when the instruction conflicts with the religious beliefs or principles of the student or parents/guardians, upon the written request of the parents/guardians.[\[10\]\[11\]](#)

Legal References:

1. Pol. 203
2. Pol. 204
3. Pol. 103
4. Pol. 248
5. Pol. 103.1
6. 24 P.S. 1327
7. Pol. 317
8. 24 P.S. 1409
9. Pol. 216
10. 22 PA Code 4.29
11. 22 PA Code 4.4
12. Pol. 314.1

Related Information:

- 24 P.S. 1301
- 24 P.S. 1329
- 24 P.S. 1330
- 22 PA Code 11.25
- 55 PA Code 3270.138
- 35 P.S. 7601 et seq
- Pol. 105.1
- Pol. 105.2
- Pol. 117
- Pol. 122
- Pol. 123

Administrative Procedures for HIV Infection & Students Policy
(Attachment for Policy 203.1)

The presence of a person living with HIV infection or diagnosed with AIDS poses no significant risk to others in schools, or other publicly attended facilities. However, this administrative procedure is intended to protect the health and safety of all students and employees who are diagnosed as having HIV/AIDS; to protect the confidentiality of all students and employees who are diagnosed as having HIV/AIDS and to inform staff of steps to be taken when staff become aware of or suspect a student or employee has HIV/AIDS.

Confidentiality

1. When any staff member becomes aware, by any means, that a student or employee is or is rumored to be HIV/AIDS positive, No discussions are to take place and no other person is to be contacted.
2. Every employee must treat as highly confidential any knowledge or speculation concerning the HIV status of a student or other staff member. Violation of medical privacy is cause for disciplinary action, criminal prosecution, and/or personal liability for a civil suit.
3. Staff members shall not make inquiries regarding the HIV **diagnosis or** status or AIDS diagnosis of any student.
4. No information regarding a person's HIV status will be divulged to any individual or organization without a court order or the informed, written, signed and dated consent of the person with HIV/AIDS (or the parent/guardian of a legal minor).
5. Any hard copy health records, notes or other documents that reference a person's HIV status will be kept under lock and key. Information regarding HIV status will not be added to a student's permanent educational or health record without written consent from parent/guardian.
6. When the student's diagnosis or status has been noted in the district's student information system, further documentation regarding the student's HIV diagnosis and status will not be added to the student's electronic record.

Infection Control

1. The term bodily fluids includes: blood, semen, drainage from scrapes and cuts, rectal fluid, urine, vomitus, and respiratory secretions (nasal discharge). Bodily fluids posing the highest risk for transmission of HIV are blood and any body-fluid visibly contaminated with blood, seminal, vaginal and rectal fluids, amniotic fluid and breast milk.
2. All employees shall be required to consistently follow infection control and universal precautions in all settings and at all times, including playgrounds and school buses.

3. Employees shall notify the school nurse of all incidents of exposure to bodily fluids that presents a reasonable risk of transmitting an infection.
4. The school district shall maintain reasonably accessible equipment and supplies necessary for infection control.
5. In the event of an outbreak of a communicable disease, all persons known to be immunosuppressed for any reason are to be excluded from school based on the recommendations of the Philadelphia Department of Public Health and to be referred to their health care provider.

Prevention Education

1. Prevention education shall be taught for primary, intermediate, middle school and high school students. Educational materials and instruction shall be determined by the local school district and be appropriate to the age group being taught. The school district may omit instruction in the elementary grades on transmission of disease through sexual activity.
2. The program of instruction must include information about the nature of the diseases, treatments and cures, methods of transmission and how infection can be prevented.
3. Programs discussing transmission through sexual activity must stress that abstinence from sexual activity is the only completely reliable means of preventing sexual transmission.
4. Programs must stress that avoidance of illegal drug use is the only completely reliable means of preventing transmission of disease through shared drug paraphernalia.
5. A school entity shall excuse a pupil from HIV/AIDS instruction when the instruction conflicts with the religious beliefs or principles of the pupil or parent or guardian of the pupil and when excusal is requested in writing.
6. Prior to HIV infection instruction in the schools, the district shall publicize that curriculum outlines and material used in the instruction shall be available for review.

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Use of Medication/
Medical Technology

ADOPTED: August 24, 2011

REVISED: October 13, 2016

210 USE OF MEDICATION/ MEDICAL TECHNOLOGY

Purpose

The School Reform Commission shall not be responsible for the diagnosis and treatment of student illness. The administration of medication or utilization of **medical technology** should take place at home; however, students with health problems may require medication or **medical technology as defined in this policy** in order to permit them to function at as close to a normal level as possible in the classroom.

Definitions

Medication - all medicines, including over-the-counter medicines prescribed by a licensed prescriber and ~~an~~ executed **on a** medical consent form by the parent and licensed prescriber.

Medical technology - suction, oxygen, or other types of equipment **used to treat or respond to a student's medical condition.**

Licensed prescribers -licensed physicians (M.D. and D.O.), podiatrists, dentists, optometrists, certified registered nurse practitioners and physician assistants.

Authority

The SRC directs all district employees to comply with the Pennsylvania Department of Health's Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Health Care.

Before any medical technology may be utilized and before any medication may be administered to or by any student during school hours **or during school related activities**, the SRC shall require the written request of the parent/guardian, giving permission for such administration, and the written order of the licensed prescriber.[\[1\]](#)

Delegation of Responsibility

The Superintendent or designee, in conjunction with the Office of School Health Services, shall develop administrative procedures for the administration and self-administration of students' medications and use of medical technology.

All medications and/or use of medical technology shall be administered by the Certified School Nurse, **or in the absence of the Certified School Nurse by other licensed school health staff (RN, LPN), except as otherwise noted in this policy or the Administrative Procedure.**

In the event of an emergency, any district employee may administer emergency care, first aid or rescue when s/he believes, in good faith, that a student needs emergency care, first aid or rescue.[2]

The policy and administrative procedures for administration of medications and use of medical technology shall be reviewed, at least every two (2) years, by a committee consisting of the School Health Coordinator, Certified School Nurse, school physician and designated administrators, and revised as necessary.

Mandatory Regulatory Procedures

The district shall inform all parents/guardians, students and staff about the policy and **administrative** procedures governing the administration of medications and use of medical technology.

All standing medication orders and parental consents shall be renewed at the beginning of each school year.

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations, the Department of Health Guidelines, and SRC policies **and administrative procedures.**[3][4]

Students may possess and use asthma inhalers, epinephrine auto-injectors and other emergency medications in accordance SRC policy.[5]

The administration of medication or utilization of medical **technology** shall be consistent with the school health program established by the SRC and, where applicable, any accommodations outlined in a student's Individualized Education Plan (IEP) or Section 504 Service Agreement.[7][8]

Delivery and Storage of Medications and Medical Technology

Procedures shall be developed for the delivery and storage of Medication and Medical Technology specifying:

- 1. Procedures for delivering to District facilities for storage.**
- 2. The appropriate manner of storage and the supply on hand.**
- 3. District approved forms for delivery and storage.**
- 4. Procedures for proper record keeping.**

Disposal of Medications

Procedures shall be developed for the disposal of medications consistent with the Department of Health Guidelines, which shall include:

- 1. Guidelines for disposal of contaminated needles or other contaminated sharp materials immediately in an appropriately labeled, puncture resistant container.**
- 2. Processes for immediately returning to parents/guardians all discontinued and outdated medications, as well as all unused medications at the end of the school year.**
- 3. Methods for safe and environmentally friendly disposal of medications.**
- 4. Proper documentation of all medications returned to parents/guardians and for all medications disposed of by the Certified School Nurse or other licensed school health staff. Documentation shall include, but not be limited to, date, time, amount of medication and appropriate signatures.**

Administration of Medication/Medical Technology During Field Trips and Other School-Sponsored Activities

The district directs planning for field trips and other school-sponsored activities to start early in the school year and to include collaboration between administrators, teachers, nurses, appropriate parents/guardians and other designated health officials.[6]

Decisions regarding administration of medication/medical technology during field trips and other school-sponsored programs and activities shall be based on the student's individual needs.

Legal References:

- 1. 22 PA Code 12.41; 0**
- 2. 42 Pa. C.S.A. 8337.1**
- 3. 24 P.S. 1409**
- 4. Pol. 216**
- 5. Pol. 210.1**
- 6. Pol. 121**
- 7. Pol. 103.1**
- 8. Pol. 113**

Related Information:

- 24 P.S. 510**
- 24 P.S. 1401**
- 24 P.S. 1402**
- 24 P.S. 1414.1**

Philadelphia Home Rule Charter - 12-300

55 PA Code 3270.133

Pennsylvania Department of Health Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care, March 2010

**ADMINISTRATIVE PROCEDURES FOR ADMINISTRATION OF
MEDICATION/MEDICAL TECHNOLOGY**
(Attachment for Policy No. 210)

Delivery and Storage of Medications and Medical Technology

All medication and medical technology shall be brought to the nurse's office, or the main office if the nurse is in another building, by the parent/guardian or by another adult designated by the parent/guardian. All medication shall be stored in the original pharmacy-labeled container and kept in a locked cabinet designated for storage of medication.

The pharmacy label must contain the following information[1]:

- **Name, address and telephone and federal DEA number of the pharmacy**
- **Patient's name**
- **Name of medication and amount dispensed**
- **Directions for use of the medication**
- **Name and registration number of the licensed prescriber**
- **Prescription serial number**
- **Date originally filled**
- **Controlled substance statement, if applicable**

Medications that require refrigeration shall be stored and locked in a refrigerator designated only for medications. The district shall not store more than a thirty-day supply of an individual student's medication.

Medication and medical technology should be recorded and logged in with the date, name of student, name of medication, amount of medication, and signatures of the parent/guardian or designated adult delivering the medication and/or medical technology and the school health personnel receiving the medication and/or medical technology.

All medication and medical technology shall be accompanied by the appropriate district-approved form, or other written communication from the licensed prescriber.

Nonprescription medication must be delivered in its original packaging and labeled with the student's name.

An inventory of the medication, dosage used and supply remaining shall be properly recorded in the district's student information system.

Student Self-Administration

In specific cases, individual students shall be allowed to be directly responsible for the maintenance and administration of their medication with minimal supervision. **Prior to allowing a student to self-administer medication, the district shall require the following:**

- 1. An order from the licensed prescriber for the medication, including a statement that it is necessary for the student to carry the medication and that the student is capable of self-administration.**
- 2. Written parent/guardian consent.**
- 3. An Individual Health Plan including an Emergency Care Plan.**
- 4. A baseline assessment of the student's health status, conducted by the nurse.**

In order to self-administer medication, the student must demonstrate the ability to:

1. Respond to and visually recognize his/her name.
2. Identify his/her medication.
3. Wash hands properly.
4. Measure, pour and administer the prescribed dosage of the medication.
5. Sign the medication sheet as acknowledgment of having taken the medication/treatment.
6. Demonstrate a cooperative attitude in all aspects of self-administration of medication/treatment.
7. Notify **the school nurse and parent/guardian** when medication is gone.

The nurse shall provide periodic and ongoing assessments of the student's self-management skills.

The student shall notify the school nurse immediately following each occurrence of self-administration of medication.

Privileges for self-administration of medication will be revoked if school policies are abused ignored, or the student is otherwise not willing or able to follow the established policies and procedures.

Disposal of Medications [1]

- 1. Contaminated needles or other contaminated sharp materials should not be bent, recapped or removed. Contaminated needles should be placed immediately in a puncture resistant container that is labeled with a fluorescent or orange-red biohazard symbol or in a red container that is closable.**

2. All discontinued or outdated medications should be returned to the parent/guardian immediately.
 - a. Documentation of disposition should include the date, time, amount of medication, and signatures of the parent/guardian and school personnel.
 - b. If the parent/guardian does not retrieve the medication at the end of the school year, the licensed personnel (CSN, RN, LPN) and one witness should dispose of the medication and document the disposal.
3. Medications should not be disposed down the drain. Instead, they should be disposed of in the trash. In order to discourage persons raiding the trash in search of the discarded medications, it is recommended to mix the medication with an undesirable substance prior to disposal.

Administration of Medication/Medical Technology During Field Trips and Other School-Sponsored Activities [2]

Students on field trips are entitled to the same health services, including medication administration, to which they are entitled while attending school. Prior to allowing a student to attend a field trip, the district will require the following documentation:

1. Notification of school trips should occur at least 2 weeks, but no later than one week prior to the planned trip.
2. The prescribed medications should be clearly described and outlined in a plan of care for the entirety of the field trip. The description of the medication use should state the medication's-
 - a. Formulation
 - b. Dosage
 - c. Route of administration
 - d. Frequency or time for taking the medication (i.e., "every 12 hours"; "take at 1 pm")
 - e. Medications should be provided to the district in an original container with the student's name clearly labeled.
3. The plan of care should clearly state who will be responsible for the administration of the student's medication while on the field trip. The possibilities for medication administration on a field trip, are as follows.
 - a. Agency nurse--if notified with an appropriate amount of time, the district can often provide an agency nurse to accompany the student on the trip and to administer the medication.
 - b. Parent--The school may ask a parent to accompany their student on a field trip to provide the necessary care, but it cannot require the parent to do so. When a parent is unable to accompany his or her child, the parent may designate, in writing, a responsible adult to accompany the child with the following restrictions.
 - i. The parent must provide the supplies and training if the parent delegates treatments or medication administration to a responsible

- adult. The school nurse may not participate in any way in the selection of a parent designee for the trip, nor in the training of the designee or in the provision of the supplies and medications.
- ii. The parent may not choose a school staff member, school-designated trip chaperone or secondary student as a designee.
 - iii. The parent may not prescribe or alter treatments or medication administration orders for the school nurse or other licensed professional unless the parent is a Pennsylvania licensed provider.
- c. Licensed volunteer--the district may choose a licensed volunteer to administer the student's medication. The licensed volunteer's assigned duties must be within their professional scope of practice. The volunteer's license must be active and in good standing. The licensed volunteer should be provided with the student's plan of care and order for the medication. Additionally, the licensed volunteer should have the necessary training to perform the treatment the student requires, utilizing the equipment/medication that the student routinely uses to receive the treatment.
 - d. Student--the only medications a student may self-carry and self-administer are an asthma rescue inhaler, insulin, glucagon and an epinephrine auto-injector. Students that are allowed to self-carry should already have a self care plan on file with signed statements by parent and health care provider, allowing for the self-carry/self administration. Prior to the trip the school nurse should perform an assessment of the student's ability to self-administer the medication.
- 4. Out-of-state field trips--the school must ensure that the nurse and/or licensed volunteer is permitted to practice in the state under their Pennsylvania license.
 - 5. Out-of-country field trips--the school must contact that country's consulate to ensure the nurse and/or licensed volunteer is permitted to practice in the country under their Pennsylvania license.
 - 6. Other considerations
 - a. The school should verify that each volunteer has had child abuse clearance
 - b. Volunteers expected to have more than 10 hours a week in direct contact with students will require a TB test.

References

1. Pennsylvania State Department of Health-Division of School Health
www.health.pa.gov "Guidelines for PA Schools for the Administration of Medication and Emergency Care"
2. Pennsylvania State Department of Health-Division of School Health
www.health.pa.gov "School Nurse Practice Issues"

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Possession/Use of
Emergency Medications

ADOPTED: August 24, 2011

REVISED: October 13, 2016

210.1 POSSESSION/USE OF EMERGENCY MEDICATIONS

Authority

The School Reform Commission shall permit students to possess asthma inhalers, epinephrine auto-injectors and other emergency medications and to self-administer the prescribed medication in accordance with state law, SRC policy and administrative procedures.[\[1\]](#)[\[2\]](#)

Definitions

Asthma inhaler shall mean a prescribed device used for self-administration of short-acting, metered doses of prescribed medication to treat an acute asthma attack.[\[3\]](#)

Emergency medications shall include, but not be limited to asthma inhalers, epinephrine auto-injectors, and other medication prescribed to treat or respond to a student's medical condition in an emergency.

Self-administration shall mean a student's use of medication in accordance with a prescription or written instructions from a physician, certified registered nurse practitioner or physician assistant.

Licensed prescribers -licensed physicians (M.D. and D.O.), podiatrists, dentists, optometrists, certified registered nurse practitioners and physician assistants.

Delegation of Responsibility

The Superintendent or designee, in conjunction with the Office of School Health Services, shall develop administrative procedures for student possession and self-administration of asthma inhalers, epinephrine auto-injectors and other emergency medication.

The district shall annually inform staff, students and parents/guardians about the policy and procedures governing student possession and use of asthma inhalers, epinephrine auto-injectors and/or other emergency medication.

The certified school nurse shall develop an individualized healthcare plan **for each student prescribed emergency medication from a licensed prescriber**, which shall include an emergency care plan component.

Legal References:

1. 24 P.S. 1414.1
2. Pol. 103.1
3. 24 P.S. 1401
4. 22 PA Code 12.41
5. Pol. 113
6. 24 P.S. 1409
7. Pol. 216
8. Pol. 218

Related Information:

- 22 PA Code 12.3
- Pol. 113.1
- Pol. 227

Administrative Procedures for Possession/Use of Emergency Medications
(Attachment for Policy No. 210.1)

The possession/use of emergency medications shall be consistent with the school health program established by the SRC and, where applicable, any accommodations outlined in a student's Chapter 15/Section 504 Service Agreement, **in accordance with SRC policy.**
[1][2]

Before a student may possess or use emergency medications **in the school setting**, the SRC shall require the following:[2][3]

1. A written request from the parent/guardian that the school complies with the order of the physician, certified registered nurse practitioner or physician assistant.
2. A statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medication.
3. A written statement from the physician, certified registered nurse practitioner or physician assistant that states:
 - a. Name of the drug.
 - b. Prescribed dosage.
 - c. Times medication is to be taken.
 - d. Length of time medication is prescribed.
 - e. Diagnosis or reason medication is needed, unless confidential.
 - f. Potential serious reaction or side effects of medication.
 - g. Emergency response.
 - h. If the child is qualified and able to self-administer the medication.

The certified school nurse shall conduct a baseline assessment of the student's health status.

The student shall notify the school nurse immediately following each use of an asthma inhaler, epinephrine auto-injector or other emergency medication.[4]

If the student is physically incapacitated and unable to notify the school nurse, a witnessing adult staff member should notify the nurse immediately about the use of the asthma inhaler, epinephrine auto-injector or other emergency medication.

The certified school nurse shall provide periodic and ongoing assessments of the student's self-management skills.

Students shall be prohibited from sharing, giving, selling, and using an emergency medication in any manner other than which it is prescribed during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities.

Violations of this policy by a student shall result in immediate confiscation of the asthma inhaler, epinephrine auto-injector or other emergency medication and loss of privileges.[\[4\]](#)

For students who are not able and students who lose the privilege to carry and self-administer emergency medications, the district shall ensure that the prescribed medication is appropriately stored at locations in close proximity to the student and inform the student's teacher(s) of where the medication is located and the means to access the medication.[\[4\]](#)

An inventory of the medication, dosage used and supply remaining shall be properly noted in the district's student information system. The district reserves the right to require a statement from the physician, certified registered nurse practitioner or physician assistant for the continued use of a medication beyond the specified time period. Permission for possession and use of emergency medication by a student shall be effective for the school year for which it is granted and shall be automatically renewed each subsequent school year, **unless revoked by parent in the form of a signed written request.**[\[4\]](#)

This request must be accompanied by a signed statement from a prescribing physician, certified nurse practitioner or physician assistant. Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.[\[5\]](#)[\[6\]](#)

A student whose parent/guardian completes the written requirements for the student to possess emergency medication and self-administer the prescribed medication in the school setting shall demonstrate to the certified school nurse the competency for self-administration and responsible behavior in use of the medication.[\[4\]](#)

The district shall develop criteria to determine a student's competency to carry and self-administer emergency medications, which shall be based on the student's:[\[4\]](#)

1. Age.
2. Cognitive function.
3. Maturity.
4. Demonstration of responsible behavior.

Information about the possession and use of emergency medications shall be distributed with the Code of Student Conduct and made available on the district website.[4][7]

Possession of Emergency Medications

Permission for possession and use of emergency medication by a student shall be effective for the school year for which it is granted and shall be automatically renewed each subsequent school year, unless revoked by parent in the form of a signed written request. This request must be accompanied by a signed statement from a prescribing physician, certified nurse practitioner or physician assistant.

Use of Emergency Medications requiring follow-up in hospital emergency

The student shall notify the school nurse immediately following each occurrence of self-administration of medication. If the student is physically incapacitated and unable to notify the nurse, a witnessing adult staff member should notify the nurse immediately about the use of the asthma inhaler, epinephrine auto-injector or other emergency medication. In the case of a child that has self-administered an emergency medication while in school and the nurse has been notified of the use of the medication, the student will require an immediate assessment by the school nurse in the following instances:

1. Self-administration of epinephrine auto-injector--In the event a student is believed to be having an anaphylactic reaction, the school nurse or an individual in the school who is responsible for the storage and use of epinephrine auto-injectors shall contact 911 as soon as possible. [1]
2. Repeated administration of rescue inhalers—if a child has reported self-use of the rescue inhaler two or more times, the school nurse must assess the child for need of hospital emergency follow-up. If the nurse assesses the student **as in respiratory distress**, the nurse shall immediately contact 911. If the nurse assesses the student as **not in respiratory distress**, the parent should be contacted and informed of their child's repeated usage of the medication while in school. Follow-up with the child's primary medical provider should be strongly encouraged.

Legal References

1. Pol. 103.1

2. Pol. 113
3. 22 PA Code 12.41
4. 24 P.S. 1414.1
5. 24 P.S. 1409
6. Pol. 216
7. Pol. 218

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Student Rights and
ResponsibilitiesADOPTED: December 21,
2011

REVISED:

235 STUDENT RIGHTS AND RESPONSIBILITIES

Purpose

This policy sets forth guidelines by which student rights and responsibilities are determined, consistent with law and regulations.

Authority

The School Reform Commission has the authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of district students. At the same time, no student shall be deprived of equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association, in accordance with SRC policy and school rules. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[14\]](#)

Attendant upon the rights established for each student are certain responsibilities, which include regular attendance; conscientious effort in classroom work and homework; conformance to SRC policies and school rules and regulations; respect for the rights of teachers, students, administrators and all others who are involved in the educational process; and expression of ideas and opinions in a respectful manner. [\[4\]](#)[\[7\]](#)

Delegation of Responsibility

The Superintendent or designee shall develop administrative procedures consistent with law and SRC policy to ensure that student rights under specific conditions are properly recognized and maintained.

It shall be the responsibility of the student to: [\[7\]](#)

- 1. Be aware of all policies, rules and regulations for student behavior and conduct him/herself accordingly. Each student shall assume that, until a rule is waived, altered or repealed in writing, it is in effect.** [\[9\]](#)
- 2. Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.**

3. **Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.[11]**
4. **Assist the school staff in operating a safe school.**
5. **Comply with federal, state and local laws.**
6. **Exercise proper care when using district facilities, school supplies and equipment.[12]**
7. **Attend school daily and be on time to all classes and other school functions.[8]**
8. **Make up work when absent from school.**
9. **Pursue and attempt to satisfactorily complete the courses of study prescribed by local school authorities.**
10. **Report accurately in student media.[10]**
11. **Not use obscene language in student media or on school property.[10]**

A listing of students' rights and responsibilities shall be included in the Code of Student Conduct, which shall be distributed annually to students and parents/guardians.[\[4\]](#)[\[9\]](#)

All students have the right to submit a complaint to The Office of Student Rights and Responsibilities if they have been subject to any harassment or violence by a School Police Officer.

All students and their families have the right to appeal disciplinary decisions, programmatic transfer decision, designation of homelessness, school selection, parental exclusion, bullying and harassment findings and neighborhood school transfers to the Office of Student Rights and Responsibilities.

Students should work in collaboration with Principals to establish student government .

Mandatory Regulatory Procedures:

Violations of this policy may result in disciplinary action, consistent with the Code of Student Conduct and SRC policy.[\[9\]](#)[\[13\]](#)

Legal References:

1. 24 P.S. 510
2. 22 PA Code 4.4
3. 22 PA Code 12.1
4. 22 PA Code 12.3
5. 22 PA Code 12.4
6. 22 PA Code 12.9

7. 22 PA Code 12.2

8. Pol. 204 - Attendance

9. Pol. 218 - Student Conduct and Discipline

10. Pol. 220 - Student Expression/Distribution and Posting of Materials

11. Pol. 221 - Dress and Grooming

12. Pol. 224 - Care of School Property

13. Pol. 233 - Suspension and Expulsion

14. 24 P.S. 696

Related Information:

Philadelphia Home Rule Charter - 12-300

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300 Employees

TITLE: **Pre-Employment
Physical Examination
(NEW)**

ADOPTED:

REVISED:

No. 314

314 PRE-EMPLOYMENT PHYSICAL EXAMINATION (NEW)

Purpose

In order to certify the fitness of all district employees to perform their duties effectively and in order to protect the health of students and staff from the transmission of communicable diseases, pre-employment physical examinations of all district employees shall be required prior to beginning employment.

Definition

Pre-employment physical examination - a general examination by a licensed physician, certified registered nurse practitioner or a licensed physician assistant in accordance with expectations from the Pennsylvania Department of Health. [\[1\]](#)

Authority

After receiving an offer of employment but prior to beginning employment, all candidates shall undergo a pre-employment physical examination and tuberculosis examination, as required by law. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

An employee who presents a signed statement that a pre-employment physical examination or tuberculosis examination is contrary to his/her religious beliefs shall only be examined if the Secretary of Health determines that the employee presents a substantial menace to the health of others. [\[5\]](#)[\[6\]](#)

Delegation of Responsibility

The Office of Employee Health Services is responsible for implementation of this policy and maintaining medical records.

Medical records of an employee shall be kept in a secured file separate from the employee's personnel file. [\[3\]](#)[\[7\]](#)

Legal References:

- 1. 24 P.S. 1418**
- 2. 28 PA Code 23.43**
- 3. 42 U.S.C. 12112**
- 4. 28 PA Code 23.44**
- 5. 24 P.S. 1419**

6. 28 PA Code 23.45

7. 42 U.S.C. 2000ff et seq

Related Information:

24 P.S. 1416

42 U.S.C. 12101 et seq

Philadelphia Home Rule Charter - 12-308

Position _____

COMMONWEALTH OF PENNSYLVANIA
PENNSYLVANIA DEPARTMENT OF HEALTH
SCHOOL PERSONNEL HEALTH RECORD

I. Patient Information

Last Name First MI Sex D.O.B.

Social Security Number Home Telephone Work Telephone

Mailing Address Street City Zip

Usual Source of Medical Care Physician's Name Address Telephone

Emergency Contact - Name Relationship Address Telephone

II. Immunization History

VACCINE	Enter Month, Day, and Year Each Immunization was Given				
	DOSES			BOOSTERS & DATES	
Diphtheria and Tetanus*	1 / /	2 / /	3 / /	4 / /	5 / /
Hepatitis B	1 / /	2 / /	3 / /		
Measles, Mumps, Rubella	1 / /	2 / /			
Other _____	/ /	Other _____		/ /	

*Tetanus and Diphtheria are usually received in combined vaccines such as DTP, DTaP, DT or Td

III. Required Tuberculosis Test Results (as per Regulations of the Department of Health)

Date Applied	Arm	Method	Antigen	Manufacturer	Signature
Date Read	Results (mm)		Signature		

For previously known/new positive reactors: _____

Chest X-ray: Date: _____ Results: _____ Other: Date: _____ Results: _____
(Attach a copy of the report.) (Attach a copy of the report.)

Preventive Anti-Tuberculosis - Chemotherapy ordered: No Yes Date: _____

IF SIGNIFICANT REACTION WAS REPORTED, THE PHYSICIAN REPORT MUST STATE THAT THE APPLICANT IS FREE FROM CURRENT TUBERCULOSIS DISEASE OR IS UNDER ADEQUATE CHEMOTHERAPY FOR TUBERCULOSIS DISEASE. _____

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300 Employees

TITLE: HIV Infection in
Employees

ADOPTED: November 18,
1985

REVISED: June 27, 1994

314.1 HIV INFECTION IN EMPLOYEES

Purpose

The **School Reform Commission (SRC)** is committed to **providing a safe, healthy environment for its students and employees and adopts this policy to safeguard the health and well-being of students and employees while protecting the rights of employees.** In fulfillment of that commitment, the **SRC** has and shall continue to seek guidance from appropriate medical, educational, legal and government authorities.

Definitions

HIV Infection/Diagnosis - refers to the **disease** caused by the HIV or human immunodeficiency virus. HIV is the virus that causes Acquired Immune Deficiency Syndrome (AIDS).

HIV Status-refers to a **positive, negative or undetectable result in a lab test to detect HIV presence in the body.**

HIV positive employee- refers to **individuals** medically diagnosed as having HIV Infection.

Health condition-the **noted level of wellness in a person as it relates to their physical state and ability to participate in their routine and expected daily activities.**

Bodily fluid--a **fluid or fluid secretion (such as blood, lymph, saliva, semen, rectal fluid, drainage from cuts, vomitus, respiratory secretions or urine) of the body.**

Authority

The SRC directs that the established SRC policies and administrative procedures relative to illnesses among district employees shall also apply to HIV positive employees.[1][2][3] Other provisions specific to HIV positive employees shall also be addressed in accordance with SRC Policy 203.1 HIV Infection. [4]

The SRC shall not require routine HIV screening tests in the workplace, nor will such tests be a condition for employment.

The district is committed to a policy of nondiscrimination based on actual or perceived HIV status.[2]

Delegation of Responsibility

The SRC directs that the established SRC policies and administrative procedures governing attendance relative to illnesses and other diseases among employees shall also apply to HIV positive employees.[1]

The Office of Employee Health Services shall be responsible for developing and releasing all procedures concerning HIV infection and HIV positive employees.

All district employees shall maintain a respectful working climate and shall not participate in physical or verbal harassment of any individual or group, including HIV positive (or perceived positive) employees.[2] [5]

An HIV positive employee **whose employment is interrupted or terminated shall be entitled to available medical leave and medical disability benefits** on the same eligibility basis as any other district employee who is qualified for such leave or benefits due to illness.[1][5]

Confidentiality

Every employee must treat as highly confidential any knowledge or speculation concerning the HIV status or diagnosis of an employee. Violation of medical privacy **shall be** cause for disciplinary action, criminal prosecution, and/or personal liability for a civil suit.[2]

No **information** regarding a person's HIV status or diagnosis will be divulged to any individual or organization **without** a court order or the informed, **written**, signed and dated **consent of the** person who is HIV positive.

Employees shall not make inquiries regarding the HIV status or diagnosis of any employee.

The Office of Employee Health Services shall securely maintain any hard or electronic copy health records, notes or other documents that references a person's HIV status or diagnosis.[7]

Legal References:

1. Pol. 334 - Sick Leave
2. Pol. 104 - Nondiscrimination in Employment Practices
3. Pol. 348 - Unlawful Harassment
4. Pol 203.1- Student HIV Infection
5. Pol. 317 - Conduct/Disciplinary Procedures
6. Pol. 314 - Physical Examination
7. Pol. 324 - Personnel Files

Related Information:

24 P.S. 510

35 P.S. 7601 et seq

Philadelphia Home Rule Charter - 12-300

Administrative Procedures for Employee HIV Infection Policy
(Attachment for Policy 314.1)

The presence of a person living with HIV infection or diagnosed with AIDS poses no significant risk to others in schools, or other publicly attended facilities. However, this administrative procedure is intended to protect the health and safety of all students and employees who are diagnosed as having HIV/AIDS; to protect the confidentiality of all students and employees who are diagnosed as having HIV/AIDS and to inform staff of steps to be taken when staff become aware of or suspect a student or employee has HIV/AIDS.

Confidentiality

1. When any staff member becomes aware, by any means, that a student or employee is or is rumored to be HIV/AIDS positive, no discussions are to take place and no other person is to be contacted.
2. Every employee must treat as highly confidential any knowledge or speculation concerning the HIV status of a student or other staff member. Violation of medical privacy is cause for disciplinary action, criminal prosecution, and/or personal liability for a civil suit.
3. Staff members shall not make inquiries regarding the HIV **diagnosis or** status or AIDS diagnosis of any student.
4. No information regarding a person's HIV status will be divulged to any individual or organization without a court order or the informed, written, signed and dated consent of the person with HIV/AIDS (or the parent/guardian of a legal minor).
5. Any hard copy health records, notes or other documents that reference a person's HIV status will be kept under lock and key. Information regarding HIV status will not be added to a student's permanent educational or health record without written consent from parent/guardian.
6. When the student's diagnosis or status has been noted in the district's student information system, further documentation regarding the student's HIV diagnosis and status will not be added to the student's electronic record.

Infection Control

1. The term bodily fluids includes: blood, semen, drainage from scrapes and cuts, rectal fluid, urine, vomitus, and respiratory secretions (nasal discharge). Bodily fluids posing the highest risk for transmission of HIV are blood and any body-fluid visibly contaminated with blood, seminal, vaginal and rectal fluids, amniotic fluid and breast milk.
2. All employees shall be required to consistently follow infection control and universal precautions in all settings and at all times, including playgrounds and school buses.

3. Employees shall notify the school nurse of all incidents of exposure to bodily fluids that presents a reasonable risk of transmitting an infection.
4. The school district shall maintain reasonably accessible equipment and supplies necessary for infection control.
5. In the event of an outbreak of a communicable disease, all persons known to be immunosuppressed for any reason are to be excluded from school based on the recommendations of the Philadelphia Department of Public Health and to be referred to their health care provider.

Staff Development

1. *Draft in progress*

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300 Employees

TITLE: Employee Tobacco
Use

ADOPTED: April 27, 1981

REVISED: May 25, 2001

323 EMPLOYEE TOBACCO USE

Purpose

The **School Reform Commission** recognizes that **tobacco** presents a health and safety hazard that can have serious consequences for the **user** and the **nonuser** and the safety of the **schools**.

Definition

Tobacco - a lighted or unlighted cigarette, electronic cigarette, cigar, pipe or other smoking product or material and smokeless tobacco in any form.[\[1\]](#)

Authority

The SRC prohibits tobacco use by all employees on any property owned, leased or controlled by the school district, unless the SRC has designated specific areas for tobacco use by employees, where the designated area is at least fifty (50) feet from buildings, stadiums and bleachers.[\[1\]](#)[\[2\]](#)

The SRC may establish policy to enforce the prohibition of tobacco use at District-sponsored events which are held off District property.[\[1\]](#)

The district shall notify employees about this policy by distributing it through handbooks, newsletters, posted notices, and other efficient methods.[\[1\]](#)

Delegation of Responsibility

The Superintendent or designee may report incidents involving the sale or distribution of tobacco to minors by employees on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and SRC policies.[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

In accordance with state law, the Superintendent or designee shall annually, by July 31, report incidents of possession, use or sale of tobacco on school property to the Office for Safe Schools on the required form.[\[4\]](#)[\[8\]](#)

Legal References:

1. 35 P.S. 1223.5

2. 20 U.S.C. 7183

3. 24 P.S. 1302.1-A

4. 24 P.S. 1303-A

5. 22 PA Code 10.2

6. 22 PA Code 10.22

7. 18 Pa. C.S.A. 6305

8. Pol. 805.1 - Relations With Law Enforcement Agencies

Related Information:

20 U.S.C. 7181 et seq

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 600 Finances

TITLE: Purchases Subject To
Bid/Quotation

ADOPTED: April 27, 1981

REVISED:

610 PURCHASES SUBJECT TO BID/QUOTATION

Authority

The School Reform Commission shall obtain competitive bids and price quotations for products and services where such bids or quotations are required by law or may result in monetary savings to the school district.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

Delegation of Responsibility

The Office of Procurement Services shall establish and maintain a Policies and Procedures Manual to identify the district's process for obtaining competitive bids and price quotations as required by applicable law.

Legal References:

1. 24 P.S. 120
2. 24 P.S. 696
3. 24 P.S. 751
4. 24 P.S. 807.1

Related Information:

- 62 Pa. C.S.A. 4601 et seq
- 73 P.S. 1602

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 600 Finances

TITLE: Purchases Budgeted

ADOPTED: April 27, 1981

REVISED:

611 PURCHASES BUDGETED

Authority

It is the policy of the **School Reform Commission** that when funds are available all purchases contemplated within the current budget and not subject to bid **shall** be made in a manner that ensures the best interests of the district.[\[1\]\[2\]\[3\]](#)

Delegation of Responsibility

All purchases that are within budgetary limits may be made upon authorization of the Purchasing Agent unless the contemplated purchase is for more than **\$25,000**, in which case prior approval from the **SRC** is required.[\[4\]\[5\]](#)

All purchase requests must be referred to the Purchasing Agent, who shall check whether the proposed purchase is subject to bid; whether sufficient funds exist in the budget; and whether the material might be available elsewhere in the district.[\[2\]\[3\]\[4\]\[5\]](#)

Guidelines

In the interests of economy, fairness and efficiency in its business dealings, the **SRC** requires that:

1. Items commonly used **in the district schools** or units thereof be standardized whenever possible.
2. Equal opportunity to do business with the district shall be provided to as many responsible suppliers as possible. Lists of potential suppliers for various types of supplies, equipment and professional services will be developed and maintained.
3. No purchase request will be honored unless made on a district approved requisition form that has the necessary approval.

Upon placement of a purchase order, the Purchasing Agent shall encumber the expenditure against a specific budget line item to guard against creation of liabilities in excess of appropriations.

Legal References:

1. 24 P.S. 696
2. 24 P.S. 751
3. 24 P.S. 807.1
4. 24 P.S. 2126
5. 24 P.S. 609

Related Information:

Philadelphia Home Rule Charter - 12-303

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 600 Finances

TITLE: Purchases Not
Budgeted

ADOPTED: April 27, 1981

REVISED:

612 PURCHASES NOT BUDGETED

Purpose

The laws of the state and the interests of the community require fiscal responsibility by the **School Reform Commission** in the operation of the school district. Appropriate fiscal controls **shall be** adopted to **ensure** that public funds are not disbursed in amounts in excess of the appropriations provided to the district. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

Authority

The **SRC** shall have the power to amend the budget to authorize the transfer of any unencumbered balance or portion thereof from one appropriation to another or from one spending agency to another. [\[5\]](#)

The **SRC** shall have the power to make additional appropriations or increase existing appropriations to meet emergencies which could not be anticipated when the budget was adopted, the funds therefore to be provided from unexpended balances in existing appropriations, from unappropriated revenues if any, or from temporary loans. Under no circumstances may the **SRC** increase the aggregate total of budget appropriations unless unappropriated revenues become available in sufficient amount to maintain the budget in balance, in which event the **SRC** may make additional or increased appropriations. [\[5\]](#)

Guidelines

Under normal conditions, planned purchases that would exceed the amount appropriated may be placed **in accordance with SRC** policy by the Purchasing Agent, provided a sufficient amount is available in some other budget category for transfer by the **SRC** to cover the purchase. [\[6\]](#)

In the event of emergency, which exists whenever the time required for the **SRC** to act in accordance with regular procedures would endanger life or property or threaten continuance of existing school classes, a purchase order may be authorized by the **Chief Finance Officer**.

Any expenditures in excess of appropriation made in conformance with this policy shall be reported to the **SRC** at the next meeting, with a recommendation of funds to be transferred to cover said purchase.

Legal References:

1. 24 P.S. 2126

2. 24 P.S. 607

3. 24 P.S. 609

4. 24 P.S. 696

5. Philadelphia Home Rule Charter - 12-303

6. Pol. 611

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 800 Operations

TITLE: Opening Exercises/
Flag Displays

ADOPTED: April 27, 1981

REVISED:

807 OPENING EXERCISES/FLAG DISPLAYS

Purpose

The School Reform Commission adopts this policy to ensure that all district schools comply with state and federal laws concerning flag displays and opening exercises while respecting the rights of individuals.

Authority

A United States flag shall be displayed in classrooms and on or near each school building during school hours, inclement weather and at other times determined by the SRC.[\[1\]](#)

District schools shall provide opening exercises that include a salute to the flag and/or recitation of the Pledge of Allegiance or the National Anthem.[\[1\]](#)

Students may decline to recite the Pledge of Allegiance or National Anthem and to salute the flag on the basis of personal belief or religious conviction. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do participate.[\[1\]](#)[\[2\]](#)

Opening exercises may also include a **brief period** of silent **prayer or meditation**. **Silent prayer or meditation shall not be conducted as a religious service or exercise.**[\[3\]](#)

Legal References:

1. 24 P.S. 771
2. 22 PA Code 12.10
3. 24 P.S. 1516.1

THE SCHOOL DISTRICT
OF PHILADELPHIA

SECTION: 100 Programs

TITLE: English Language
Development/Bilingual
Education Program

ADOPTED:

REVISED:

138 (NEW) ENGLISH LANGUAGE DEVELOPMENT/BILINGUAL EDUCATION
PROGRAM

Purpose

To provide a quality educational program for all students, the School District of Philadelphia shall provide a culturally and linguistically appropriate planned instructional program for English Learners (ELs), which builds on students' home language and culture. The goal of the program shall be to ensure ELs at all levels of language proficiency can access grade-level academic content standards while developing advanced levels of English with support for students' integration and participation in the community. Students who are ELs shall be identified, assessed and provided an equal opportunity to participate in instructional programs with equal access to educational programs and extracurricular activities, consistent with federal and state laws and regulations.[\[1\]](#)[\[2\]](#)

Definition of Terms

Bilingual Education - Academic programs that are taught in two languages with the goal of all students becoming bilingual and biliterate.

CTE (Career and Technical Education) - Academic programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation.

EL(s) (English Learners) - Students who are learning English **as an additional language**.

ELD (English Language Development) - Instruction specifically designed to develop English proficiency.

ESL (English as a Second Language) - Academic programs for students who are learning English.

FEL(s) (Former English Learners) - Students who have demonstrated proficiency in English and no longer qualify as an English Learner.

GIEP (Gifted Individualized Education Plan) - A written plan describing the education to be provided a gifted student.

HLS (Home Language Survey) - A survey completed for all students as part of the enrollment process. The survey indicates the language(s) used in the home.

IEP (Individualized Education Plan) - A written plan describing the education to be provided a student who has a disability under the law.

LIEP (Language Instruction Educational Program) - District plan and design of instruction for English Learners.

Newcomer - An English Learner who has been in the U.S. for less than one year.

PBIS (Positive Behavior Interventions and Supports) - A framework for adopting evidence-based behavior interventions.

SLIFE (Student with Limited or Interrupted Formal Education) - A diverse subset of English Learners who have limited backgrounds in reading and writing in their home language(s) and/or who are below grade level in most academic skills due to interruptions in their formal education.

Authority

The SRC authorizes the Superintendent or designee to approve a written Language Instruction Educational Program (LIEP) for students whose dominant language is not English and to maintain an office for multilingual curriculum and programs to develop and support a plan that shall include English Language Development (ELD) and bilingual instruction programs. The programs shall be evidence-based and implemented with sufficient resources and appropriately trained staff. Programs shall be evaluated regularly for effectiveness in developing students' language proficiency and access to grade-level content.[2][3][4][5]

The Superintendent or designee shall address ELsand programs in all District functions, partnerships, and planning processes, as necessary to provide effective ELD and Bilingual Education instruction programs in compliance with laws and regulations. The District's plan for ELs shall include: (1) appropriate preparation and professional development for all professional staff, including core content and grade teachers, **ESL teachers, and principals** (2) sufficient resources to implement the language instruction program including appropriate textbooks / materials and supportive technology (3) effective curriculum and programming to meet the needs of ELs at varying levels of proficiency, including newcomers, students with interrupted or limited formal education (SLIFE) and older ELs (18-21); (4) effective and accessible data management systems with accurate and relevant EL data points; and (5) language access for families and community. [3] [6]

Delegation of Responsibility

The Superintendent or designee shall implement and supervise an ELD/Bilingual Education program that ensures appropriate instruction for ELs in all schools and complies with federal and state laws and regulations.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop administrative procedures regarding the ELD/Bilingual Education program. Administrative procedures shall be updated and revised annually, and made public through the District's website and appropriate offices and distributed to District administrators, school-based administrators, teachers and staff, to ensure the implementation of Policy 138 is being transparently, consistently and equitably adhered to across the District.

Mandated Regulatory Procedures

Identification, Placement, and Notifications¹

The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. The Home Language Survey shall be completed for each student upon enrollment in the district. Students who require language screening for ELD services, based on the Home Language Survey, must be administered the Pennsylvania Department of Education's approved language screener. The Home Language Survey, language screener results, **and current language proficiency level as indicated by annual State ELD assessment**, must be maintained in the student's permanent record folder and recorded in the District's student information system through graduation. [4][7][8]

Families shall be notified, in the preferred home language, of student's entry into ELD services, right of refusal as defined by State law, and student's current language proficiency level as indicated by annual State ELD assessment. [3]

Students with a secondary school transcript will have their transcript evaluated in a timely manner to ensure proper placement in high school. Secondary EL students will be rostered in appropriate credit-bearing courses in accordance with the District's rostering guidelines for secondary students. Elementary and middle school students will be placed in an age appropriate grade based on District policy.

Promotion and **retainment retention** of ELs must follow District, State, and Federal regulations, and procedures must align with District guidelines. An EL may not be retained in a grade based solely on his/her lack of English proficiency. [3]

Students shall be reclassified or exited from their EL status in accordance with District required criteria as specified in State law with notification made to families in their preferred language. [3] [10]

¹ Administrative procedures are specified in "EL Identification and Program Enrollment" & "Reclassification Criteria and Monitoring Former ELs" sections of the *English Learners Program Handbook*.

Programming²

All students identified as English Learner (EL) students will be provided an asset-based Language Instruction Educational Program (LIEP), which values students' linguistic and cultural resources, is grounded in effective research-based theory, and allows students to draw from their entire linguistic repertoire, including languages other than English. Curriculum in language and grade/content areas shall be standards-based and modified as appropriate for ELs. In all language programs, students' home languages and cultures, as well as their educational experiences from the home country and family, shall be valued as a strong foundation for the acquisition of another language not limited to students participating in a designated Bilingual Education program. [3]

The LIEP must include either Bilingual or English as a Second Language program components. Both Bilingual Education and ESL programs shall be aligned to the core instructional program and utilize certified teaching personnel to ensure that ELs are afforded the full opportunity to master the essential knowledge and skills of the core curriculum. Staff will incorporate all appropriate modifications, interventions and accommodations into instruction and assessment to allow ELs meaningful access to the general curriculum and to promote language and grade-appropriate content learning. Programs shall draw from students' linguistic and cultural resources and shall be assessed based on progress towards proficiency and achievement in core subjects and skills including math, reading, science and social studies. [3]

Bilingual and ESL programs must meet or exceed minimum State requirements and include instructional strategies and/or curriculum which integrates language and content instruction that is culturally competent, scaffolded and aligned with state and national standards. Instruction must be “high challenge with high support”³ to ensure access to the core curriculum. ESL and non-ESL teachers, including grade or content teachers, will be provided with opportunities to plan instruction collaboratively to ensure academic language development and access to grade-level content for all ELs including newcomer students. [3]

Bilingual Education programs will include language and literacy instruction in both English and **the** additional language and shall promote bilingualism, biliteracy, and biculturalism for all students. Language and literacy proficiency, including reading proficiency, must be formally tracked and recorded for both English and the additional language in District-issued report cards for students in bilingual programs. Teachers and administrators shall be provided consistent and appropriate preparation and professional development opportunities in order to effectively implement and sustain Bilingual Educations programs and must be certified with appropriate content or grade

² Administrative procedures are specified in the “Language Instruction Educational Program (LIEP) Implementation” section of the *English Learners Program Handbook*.

³ This is a core principle of the Quality Teaching for English Learners (QTEL) Framework developed by Aida Walqui and Leo van Lier. The principle maintains that content/academic rigor is not simplified for English Learners. Instead, language activities and tasks are purposefully selected to make the content accessible and engaging to English Learners.

certification and able to provide instruction in the additional language as demonstrated by the District's screening process. [3]

ESL Education Programs must include English Language Development (ELD) instruction delivered by ESL certified teachers with appropriate content or grade certification in alignment with State requirements. ELD must be incorporated into all classes taught by ESL and non-ESL certified teachers, including grade and/or content teachers, in which ELs are enrolled. All teachers of ELs are responsible for deliberately planning for, and incorporating language instruction, as well as appropriate supports, modifications, interventions, and accommodations needed to allow ELs to fully access course standards and curriculum. ELD instruction by ESL and non-ESL teachers shall promote the use of students' home language skills and culture to support and enhance learning and development of core content, skills and knowledge. ELD instruction by ESL and non-ESL grade / content teachers and administrators will be supported through consistent and research-based supplemental education and professional development opportunities in order to effectively implement and sustain effective ESL programs. [3]

Equitable Access⁴

EL students, at all levels of language proficiency, shall be required, with accommodations, to participate in assessments, as appropriate, and meet established academic standards and graduation requirements.

[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)

Pursuant to establishing a positive and safe school environment for all students, District policies apply to all students, regardless of immigration status, especially, but not limited to Bullying and Harassment Policies 248 and 249; Multiracial, Multicultural, Gender Education Policy 102; Nondiscrimination in Classroom Policy 103; Homeless Students Policy 251; Transgender and Gender Nonconforming Students Policy 252.

Students shall have equitable access to and be encouraged to participate in all academic programs, including Career and Technical Education and special admission / magnet schools and programs, and extracurricular activities and programs available to district students. **Students shall be assisted by persons knowledgeable about district schools and programs to consider a range of programs and to obtain the accommodations and supports needed for the student to be successful, including modifications. Families shall receive guidance in a language they understand. Students may not be excluded on the basis of admission criteria if they can participate successfully, given reasonable accommodations.** [\[22\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)

EL students in all settings, including alternative placements, newcomers programs, special admission / magnet, city-wide admission, Career and Technical Education (CTE), and students with an Individualized Education Plan (IEP), Gifted Individualized Education Plan (GIEP), 504 plan, or students in schools with low EL enrollment, are

⁴ Administrative procedures are specified in the "Guidelines for Annual Assessments and District-wide Assessments", "Testing Accommodation for ELs" & "Equal Access Opportunities" sections of the *English Learners Program Handbook*.

entitled to equitable access to language development instruction and resources.

[3][22][23][24][25]

EL students are eligible for Individualized Education Programs (IEP), 504 Plans and/or Gifted Education Programs (GIEP), and shall be identified in accordance with law, regulations and SRC District policy. The District shall ensure that assessment of a student for individualized and gifted education services includes ~~screening for~~ **consideration of** intervening factors, such as English proficiency, that may be interfering with school officials' ability to identify various learning abilities.[13] [5][12]

Students' language proficiency or EL status cannot be grounds for denying or delaying evaluation to determine eligibility for special education services. ELs may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language. An evaluation for an EL student must be conducted in a language the student understands to accurately assess eligibility with bilingual evaluations conducted when feasible in accordance with state and federal laws.

Parents / guardians shall be consistently and equitably offered the District's interpretation and translation services to ensure meaningful participation in the special education process. [3][5][12]

EL students who are eligible for specialized education services shall continue receiving ESL / Bilingual Education instruction in accordance with their Individualized Education Program (IEP), Gifted Individualized Education Plan (GIEP), or 504 Plan at the appropriate language proficiency and developmental level, and with regular input and monitoring from an ESL specialist or trained designee.[5][12][13]

Students who are ELs may remain in high school through their 21st birthday regardless of credit attainment. Students who do not finish high school by the age of 21 are eligible for alternative education programs with ELD and content classes deemed appropriate and necessary to enable the student to obtain a high school diploma.

Evaluation & Accountability⁵

The District's plan for ELs, including ESL and Bilingual Education programs, professional development offerings, and curriculum and instruction shall be regularly evaluated with asset-based approaches by District offices, superintendents and school based administrators with input from students, parents / families, and community stakeholders, at least once every three years, to ensure all components are aligned, implemented and working effectively to facilitate the acquisition of the English language and achievement of academic standards, and shall be revised when necessary to ensure greater student achievement. [9][10][11]

⁵ Administrative procedures are specified in the "Program Evaluation" section of the *English Learners Program Handbook*.

Students who are ELs must be assessed annually with Pennsylvania’s state adopted English Language Development assessment. [3] Individual schools and the ESL Program shall collect and disaggregate data based on student progress as reported to inform district and school-based planning, including school improvement planning. [5][12]

Parent, Family, and Community Engagement⁶

In order to ensure meaningful participation, parents / guardians whose dominant language is not English shall be offered appropriate interpretation and translation services by the District. These services, including training for families in how to be involved in a student’s education and removing barriers to family involvement, shall be provided by trained professionals. The District will ensure sufficient training of staff to ensure language access for all families. [1][3]

School administrators must maintain a record of the family’s primary home language and ensure that meaningful opportunities for participation ~~communication~~ are provided in a ~~mode or~~ language that the parents / guardians understand. [1][3]

The District shall maintain clear, comprehensive, and reliable means of outreach, including web-based, that is not solely reliant upon parents / families coming to a school building, to ensure community stakeholder and parental / family involvement in the education of their children. The program(s) designed for outreach to parents will be carefully monitored and evaluated by the Superintendent or designee and school-based administration in accordance with the Pennsylvania Department of Education and United States federal standards, for effectiveness. [3][9][10]

Annual meetings will be convened by appropriate District administrators for community stakeholders, District offices and interested educators and families to monitor and review Policy 138.

Legal References:

1. 42 U.S.C. 2000d et seq
2. Pol. 103 - Nondiscrimination in School and Classroom Practices
3. 22 PA Code 4.26
4. 20 U.S.C. 6801 et seq
5. Pol. 103.1 - Nondiscrimination-Qualified Students With Disabilities/Protected Handicapped Students
6. Pol. 333 - Professional Development
7. 22 PA Code 11.11
8. Pol. 200 - Enrollment of Students
9. 20 U.S.C. 6812
10. 20 U.S.C. 6826
11. 20 U.S.C. 6841

⁶ Administrative procedures are specified in the “Parental and Community Outreach” section of the English Learners Program Handbook.

- 12. Pol. 113 - Special Education**
- 13. Pol. 114 - Gifted Education**
- 14. 20 U.S.C. 6842**
- 15. 22 PA Code 4.51**
- 16. 22 PA Code 4.51a**
- 17. 22 PA Code 4.51b**
- 18. 22 PA Code 4.51c**
- 19. 22 PA Code 4.52**
- 20. Pol. 127 - Assessments**
- 21. Pol. 217 - Graduation**
- 22. 20 U.S.C. 1703**
- 23. Pol. 115 - Career and Technical Education**
- 24. Pol. 122 - Extracurricular Activities**
- 25. Pol. 123 - Interscholastic Athletics**

Related Information:

34 CFR Part 200

LeGare 1994, Consent Decree

Pol. 304 - Employment of District Staff

ENGLISH LEARNERS PROGRAM HANDBOOK

School Year

2017-18

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THE SCHOOL DISTRICT OF PHILADELPHIA

ENGLISH LEARNERS PROGRAMMING HANDBOOK

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I. INTRODUCTION

Approximately 13,800 students are English Learners (ELs) in The School District of Philadelphia (SDP). State and federal statutes, as well as SDP policies, provide the basis and structure for the EL instructional programs currently implemented within the SDP. Programs currently implemented include the English as a Second Language (ESL) Program, the Dual Language Program, and the Newcomer Learning Academy (NLA).

All instructional programs for ELs in the School District of Philadelphia share the following goals:

- Access to the PA Core. ELs across all levels of language proficiency are able to fully engage in rigorous grade-level content and meet grade-level standards.
- English Language Development. ELs will develop academic English through Focused Language Study (FLS) as well as Discipline-specific and Academic Language Expansion (DALE).

All programs share the following core value:

It is a shared responsibility of all educators in The School District of Philadelphia to foster and support ELs' academic learning and provide opportunities for English language development.

This handbook provides administrators, teachers, and central office staff a guide for effectively supporting the education of ELs.

The handbook has been developed to:

- Serve as a reference tool to clarify policies, administrative procedures, and program requirements
- Offer guidance in implementing instructional programs and strategies that best serve the needs of ELs
- Assist administrators and teachers in implementing effective EL instructional programs

A. Guiding Principles

Linguistic and cultural diversity are valuable assets to the School District of Philadelphia. The instructional programs and policies for ELs are driven by the following guiding principles¹:

Guiding Principle	Based On
Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.	Escamilla & Hopewell (2010); Goldenberg & Coleman (2010); Garcia (2005); Freeman, Freeman, & Mercuri (2002); González, Moll, & Amanti (2005); Scarcella (1990).
Students' home, school, and community experiences influence their language development.	Nieto (2008); Payne (2003); Collier (1995); California State Department of Education (1986).
Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.	Cloud, Genesee, & Hamayan (2009); Bialystok (2007); Chamot & O'Malley (1994); Bialystok (1991); Cummins (1978).
Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.	Escamilla & Hopewell (2010); Gottlieb, Katz, & Ernst-Slavit (2009); Tabors (2008); Espinosa (2009); August & Shanahan (2006); Genesee, Lindholm-Leary, Saunders, & Christian (2006); Snow (2005); Genesee, Paradis, & Crago (2004); August & Shanahan (2006); Riches & Genesee (2006); Gottlieb (2003); Schleppegrell & Colombi (2002); Lindholm & Molina (2000); Pardo & Tinajero (1993).
Students learn language and culture through meaningful use and interaction.	Brown (2007); Garcia & Hamayan, (2006); Garcia (2005); Kramsch (2003); Díaz-Rico & Weed (1995); Halliday & Hasan (1989); Damen (1987).
Students use language in functional and communicative ways that vary according to context.	Schleppegrell (2004); Halliday (1976); Finocchiaro & Brumfit (1983).
Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.	Gottlieb & Hamayan (2007); Spolsky (1989); Vygotsky (1962).
Students' development of academic language	Gibbons (2009); Collier & Thomas (2009);

¹ 1-10 from: *The Cornerstone of WIDA's Standards: Guiding Principles of Language Development* © 2010 Board of Regents of the University of Wisconsin System, on behalf of WIDA, .wida.us

Guiding Principle	Based On
and academic content knowledge are inter-related processes.	Gottlieb, Katz, & Ernst-Slavit (2009); Echevarria, Vogt, & Short (2008); Zwiers (2008); Gee (2007); Bailey (2007); Mohan (1986).
Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.	Anstrom, et.al. (2010); Francis, Lesaux, Kieffer, & Rivera (2006); Bailey & Butler (2002); Cummins (1979).
Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.	Gottlieb, Katz, & Ernst-Slavit (2009); Gibbons (2009, 2002); Vygotsky (1962)
Students' acquisition of language is framed in a social identity that is shaped by power and position. Psychological and physical safety critically influences language acquisition.	Ellis (2008); Watson-Gegeo & Nielsen (2003).

II. STATUTES, POLICIES, AND LEGAL REQUIREMENTS

A. Federal Laws, State Laws, and School District of Philadelphia Policies

The following provides a brief description of statutes and policies that constitute the basis and structure for The School District of Philadelphia's English Learner Education Program.

1. Federal Policies

a. Title VI of the Civil Rights Act of 1964

Title VI, 42 U.S.C. § 2000d et seq., was enacted as part of the landmark Civil Rights Act of 1964. It prohibits discrimination on the basis of race, color, and national origin by

recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a student's limited proficiency in English.

[Further information about Title VI of the Civil Rights Act of 1964](#)

b. Lau v. Nichols (1974)

The U.S. Supreme Court affirmed the need for school districts to take steps to help limited-English proficient (LEP) students overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs.

The Court ruled that school districts must provide special services to English Learners (ELs) so that they have equal educational opportunity. ELs need language programs that allow them to progress academically while they are acquiring English language skills. There are several different program models; however, all include both academic content and English language development.

[Further information about Lau v. Nichols](#)

c. Castañeda v. Pickard (1981)

Castañeda requires programs that educate children with limited English proficiency to be:

- i. Based on a sound educational theory;
- ii. Adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and
- iii. Periodically evaluated and, if necessary, revised

[Further information about Castañeda v. Pickard](#)

d. Plyler v. Doe (1982)

The U.S. Supreme Court ruled that the Equal Protection Clause of the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children. Public schools and school personnel are prohibited from adopting policies or taking actions that would deny students access to education based on their immigration status.

[Further information about Plyler v. Doe](#)

e. Every Student Succeeds Act (2017)

Acknowledges diversity within English Learner student population. Moves provisions related to ELs from Title III, Part A of the ESEA to Title I, Part A of the ESEA.

[Further information about ESSA](#)

2. State Policies

a. Title 22, Chapter 4, Section 4.26 of the Curriculum regulations

The development and implementation of an instructional program designed to promote language growth and proficiency as well as academic achievement for English learners is the responsibility of every local education agency in the Commonwealth.

Interpretations and guidelines are outlined in the Basic Education Circular (BEC).

[Further information about Title 22, Chapter 4, Section 4.26](#)

3. Local Policies

a. SRC Policy 102

It is the policy of The School District of Philadelphia to foster knowledge of, and to respect, those of all races, ethnic groups, social classes, genders, religions, disabilities, sexual orientations (perceived or known), and gender identities (perceived or known).

b. SRC Policy 138 – English Language Development/Bilingual Education Program

It is the policy of The School District of Philadelphia to provide a quality educational program for all students, which includes a culturally and linguistically appropriate planned instructional program for-English Learners (ELs), which builds on students' home language and culture.

B. EL Identification and Program Enrollment

1. Home Language Survey (HLS)

The Civil Rights Act of 1964, Title VI, Language Minority Compliance Procedures, requires school districts/charter schools to identify English Learners (ELs). The Pennsylvania Department of Education has selected the Home Language Survey (HLS) as the initial tool to identify students who require screening to determine language proficiency in English. The HLS must be given to all students enrolled in the school district. The HLS remains in the student's permanent record file through the student's graduation. To assist SDP schools in identifying non-English background students, the District has embedded the HLS in the Application for Admission of Child to School (EH-40) Form. The HLS asks the following questions:

1. What language does the family speak at home most of the time?
2. What language does the parent(s) speak to her/his child most of the time?

3. What language does the child speak to her/his parent(s) most of the time?
4. What language does the child speak to her/his brothers/sisters most of the time?
5. What language does the child speak to her/his friends most of the time?
6. What language does the child speak most frequently?
7. In what language would you like documents sent home?

2. EL Identification Procedure

1. Family completes the *Application for Admission of Child to School* (EH-40) in its entirety, which includes the 'Student Primary Language' and the 'Home Language Survey'.
2. Enrollment secretary reviews the EH-40 and enters the responses for all language fields in the Student Information System (SIS), Infinite Campus. *Note: 'Student Primary Language' must be entered under the 'Demographic' tab and the 'Home Language Survey' responses must be entered under the 'Enrollment' tab in Infinite Campus.*
3. If "other" is answered for question #3, #4, #5, **or** #6 in the HLS, the student **must** be administered the WIDA-ACCESS Placement Test (W-APT) or the WIDA Screener within 10 days of enrollment. *Note: The W-APT is given to Kindergarten students and the WIDA Screener is given to students in grades 1-12. Assessments must be administered by a WIDA certified teacher or counselor. ***If there is no WIDA certified teacher/counselor at the school, please contact the Multilingual Assessment Center (MAC,) (215) 400-4240 (option 1), to schedule an appointment for the student to be tested.***
4. The results of the W-APT/WIDA Screener are recorded in Infinite Campus for all students who were administered the assessment.
5. Staff in the Multilingual Assessment Center review the assessment results and assign the student a status of 'EL' or 'Not EL' based on assessment results and record the appropriate status in Infinite Campus.

When registering new students, please be mindful of the following points:

- Students are expected to enroll in school and start classes before taking the W-APT/WIDA Screener. ***Enrollment in school is not to be postponed due to language screening requirements.***
- The School District is responsible for translating documents presented by families. Please contact the Office of Translation and Interpretation at 215-400-4180 (option 4) for information on how to submit documents for translation.
- Students' names should not be changed in any way. We must abide strictly by the official documentation (e.g. birth certificate or baptismal certificate) presented at the time of registration. The only exception is for students who originate from

countries where the surname is used first, who will be entered into the system according to local conventions.

- Subjecting students and family to scrutiny that is not part of the normal enrollment process is discriminatory and may place the School District at risk of legal action.
- It is unlawful to request Social Security cards, passports, or immigration documents.
- The Family Education Rights and Privacy Act (FERPA) prohibits schools from providing any outside agency, including the United States Citizenship and Immigration Services (USCIS) with any information from a student's school file that would expose the student's undocumented status without first getting permission from the student's parents or guardian; the only exception is if an agency obtains a court order/subpoena.
- All school personnel should be aware that they have no legal obligation to enforce U.S. immigration laws.

If there are any questions regarding these points, please contact the Office of General Counsel at 215-400-4120.

3. Primary Home Language Other Than English (PHLOTE) List

The State of Pennsylvania requires that schools keep a Primary Home Language Other Than English (PHLOTE) list in order to ensure that interpretation and translation services are provided appropriately to families. This PHLOTE list should be kept in an electronic file (e.g. Excel) that can be easily accessed and updated. The PHLOTE list should include:

- Student name
- Student ID number
- Country of origin
- Spoken language
- Document language
- EL status (yes, no, exited)

C. Multilingual Assessment Center (MAC)

The Multilingual Assessment Center (MAC) provides support during the student enrollment and assessment process and also functions to help orient multilingual families to The School District of Philadelphia. The goals of the MAC are to:

- Ease transition into schooling in Philadelphia
- Facilitate school/home communication
- Promote understanding of cultural diversity

Some of the services provided at The Multilingual Assessment Center include:

- Translation and interpretation services (in association with the School District's Translation and Interpretation Center as well as Pacific Interpreters)
- Orientation on school information for families
- Resources for immigrant and refugee parental involvement
- EL high school transcript analysis and credit awarding
- Social service support for immigrant families in collaboration with community partners

The staff assists students and their families in the following:

- Student enrollment
- Student assessment
 - WIDA Screener (grades 1 to 12), or KW-APT (kindergarten only)
- Student program placement (ESL, Dual Language, Newcomer Learning Academy)
- Student school placement
 - Assignment of student to a school site, as a result of the assessment, program options, and space availability

The Multilingual Assessment Center is located at:

The School District of Philadelphia
Education Center, 1st Floor - Suite 1058
440 North Broad Street
Philadelphia, PA. 19130
215-400-4240 (option 1)

III. Proficiency Standards & Levels – World-Class Instructional Design and Assessment (WIDA) Consortium

The Pennsylvania Department of Education has joined the multi-state World-Class Instructional Design and Assessment (WIDA) Consortium. The WIDA consortium consists of states dedicated to the design and implementation of high standards and equitable educational opportunities for English Language Learners. To this end, the WIDA consortium has provided English Language Development (ELD) Standards.

A. The English Language Development (ELD) Standards

The WIDA Consortium's English Language Development Standards are designed as a curriculum planning and assessment preparation tool. They help educators determine students' English language proficiency levels and how to appropriately challenge them in reaching higher levels. The WIDA ELD Standards for ELs in Pre-Kindergarten through Grade 12 encompass:

1. English Language Development Standard 1:

English Language Learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

2. English Language Development Standard 2:

English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

3. English Language Development Standard 3:

English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

4. English Language Development Standard 4:

English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

5. English Language Development Standard 5:

English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

B. Four Language Domains

Each of the five English language development standards encompasses four language domains: listening, speaking, reading, and writing. The language domains reflect the modality of communication that is further delineated by the language proficiency levels and their model performance indicators.

The definitions of the language domains are as follows:

1. Listening – process, understand, interpret, and evaluate spoken language in a variety of situations

2. Speaking – engage in oral communication in a variety of situations for an array of purposes and audiences

3. Reading – process, interpret, and evaluate written language, symbols and text with understanding and fluency

4. Writing – engage in written communication in a variety of forms for an array of purposes and audiences

C. Proficiency Levels

The five language proficiency levels outline the typical progression of language development implied in the acquisition of English as an additional language from Entering (Level 1) to Bridging (Level 5).

The English Language Proficiency Levels are:

- 1 – Entering
- 2 – Emerging
- 3 – Developing
- 4 – Expanding
- 5 – Bridging

All students who participate in the District’s ESL and Bilingual Programs have a level of English Language Proficiency (ELP) in listening, speaking, reading and writing. Each student’s English proficiency level is determined by the W-APT/WIDA Screener (initial placement test for participation in an ESL/ Bilingual Program), or the yearly administration of the ACCESS for ELs assessment, which measures each student’s English Language Development (ELD). Based on the student’s performance on the language proficiency assessments, he/she will be assigned one of the following levels of English Proficiency:

Level 1 - Entering

Student does not understand enough oral and written language to perform in English.

Level 2 - Emerging

Student is able to produce isolated words and may be able to understand visual universal symbols and graphics associated with text in English during academic content instruction. Listening and speaking skills are limited in both social and academic language.

Level 3 - Developing

Student uses single words and/or simple phrases to communicate basic content area concepts in English; is able to read and write simple phrases. Oral skills are more developed than reading and writing skills in both social and academic language.

Level 4 - Expanding

Student is becoming comfortable with social language and with routine academic language functions; usually understands English texts in subject areas quite accurately when structures and topics are familiar; and is able to understand and respond to reading and express ideas in writing with some errors in writing conventions.

Level 5 - Bridging

Student is able to speak English with fluency and use some figurative language and idiomatic expressions; can read a variety of grade-appropriate English texts in subject

areas with considerable comprehension and speed; and shows an understanding of sentence structure and close to grade-appropriate composition skills.

D. Can Do Descriptors and Model Proficiency Indicators

1. Can Do Descriptors

Can Do Descriptors released by WIDA are examples of the expectations for ELs in each of the four language domains and five levels of English language proficiency.

For downloadable copies of the Can Do Descriptors visit: [WIDA Can Do Descriptors](#)

The descriptors can be used to plan lessons and assessments appropriate to student's language proficiency level, identify student needs, and monitor progress. Can Do Descriptors can also be distributed with ACCESS for ELs 2.0 score reports to help give teachers a basic overview of what the Listening, Speaking, Reading, and Writing proficiency level results indicate about their students' abilities.

2. Can Do Descriptors, Key Uses Edition

In February 2016, WIDA released *WIDA Can Do Descriptors, Key Uses Edition*. The framework supports the planning for the implementation of the WIDA Language Development Standards.

The *Key Uses Edition* includes examples of academic language for four communicative purposes or “key uses.” The “key uses” are aligned with college and career readiness and include:

- **Recount:** To display knowledge or narrate experiences or events. Example tasks that include the Key Use of Recount include producing information reports, biographies, historical accounts, lab reports, research papers and personal narratives.
- **Explain:** To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks that include the Key Use of Explain include presentations, classroom discussions and various projects and research papers examining and demonstrating understanding of relationships, causes and effects of events, components of systems, and natural or historic phenomena.
- **Argue:** To persuade by making claims supported by evidence. Example tasks that include the Key Use of Argue include debates, oral presentations defending

points of view, creating persuasive texts, editorials, critiques, opinion pieces and scientific argumentations.

- Discuss: To interact with others to build meaning and share knowledge. Example tasks that include the Key Use of Discuss include participating in academic conversations on various topics, small or large group activities and projects.

3. Model Performance Indicators

Model Performance Indicators (MPIs) assist teachers with the "what" and "how" of instruction. MPIs are examples versus rigid plans of instruction. They include:

- a. The language function, or how students will use language to demonstrate proficiency (e.g. Depth of Knowledge, Bloom's Taxonomy),
- b. The grade level content or standards that students will learn or meet, and
- c. The supports or instructional strategies / scaffold to assist students in accessing the content.

More information is available at: [WIDA Model Performance Indicators](#) (Right hand side of page - "Downloads and Products;" "2012 ELD Standards;" "WIDA 2012 Amplified ELD Standards;" begin on page 45).

IV. LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS (LIEP)

A. English as a Second Language (ESL)

ESL instruction is an academic discipline that is designed to teach English Learners (ELs) social and academic language skills, as well as the cultural aspects of the English language necessary to succeed in an academic environment. It involves teaching listening, speaking, reading, and writing at appropriate developmental and proficiency levels. SDP ESL programs provide a rigorous learning environment that is research-based and student-centered and that promotes the acquisition of academic language and literacy. The SDP's ESL curriculum is aligned to Pennsylvania's Department of Education's English Language Development (ELD) Standards and Pennsylvania's Core State Standards for English Language Arts (ELA).

B. Dual Language Program

The Dual Language Program that the SDP launched in the 2014-2015 school year is a Two-way Immersion Program which integrates English Learners and native English speakers for instruction in two languages: English and Spanish. Students from both

language backgrounds are welcome to enroll. Parental commitment to the program will be reviewed with the parents at the time of enrollment.

The goals of the Dual Language Program are to:

1. Foster biliteracy and bilingualism in English and Spanish
2. Provide a rigorous academic program
3. Promote an appreciation for multiculturalism

The following schools offer Dual Language Programs:

Cayuga School**

4344-4358 N. 5th Street
Philadelphia, PA 19140
Phone: 215-400-3850

Alexander McClure School

600 W. Hunting Park Avenue
Philadelphia, PA 19140
Phone: 215-400-3870

Southwark Elementary School*

1835 S. 9th Street
Philadelphia, PA 19148
Phone: 215-400-8280

Lewis Elkin School

3199 D Street
Philadelphia, PA 19134
Phone: 215-400-7140

Muñoz-Marin Elementary School

3rd & Ontario Streets
Philadelphia PA, 19140
Phone: 215-400-3920

Bayard Taylor School

3698 N. Randolph Street
Philadelphia, 19140
Phone: 215-400-3880

*Southwark offers the Dual Language Program with a 90% Spanish/10% English language allocation in kindergarten and first grade, 80/20 in second grade, 70/30 in third grade, and with plans to expand a grade per year.

**Cayuga offers only Dual Language kindergarten and first grade in 2017-2018.

Students who come from a Spanish-speaking or bilingual home will be assessed with the WIDA Screener or the KW-APT (for kindergarten only) to determine their language proficiency levels in the English language.

ELD Instruction within Dual Language Programs

In the Dual Language classrooms, ELD instruction occurs during designated English-language instructional time by the ESL and dual language classroom teacher.

C. Newcomer Learning Academy (NLA)

The NLA provides high school-aged ELs who have recently arrived in the U.S. a specialized course of study that builds academic and social English in a nurturing school environment. The NLA functions to:

- provide a safe and welcoming environment
- integrate students into the culture and life of the school
- recognize, value and build upon immigrant students' home cultures and linguistic backgrounds, as well as academic skills acquired in the home country as capital for learning
- meet students' academic and social needs
- enhance literacy, academic, social and communication skills
- provide instruction in a sheltered environment specifically designed for newcomers that integrates language, literacy, content, and analytical skills and practices
- ensure success by providing adequate support services including community partnerships (e.g. community based organizations, immigrant / refugee organizations, etc.), Bilingual Counseling Assistants (BCAs), and college and career guidance
- enable high school-aged ELs to meet grade promotion and graduation requirements and prepare and provide support for college and / or career exploration and application processes
- provide extra learning time through after-school and/or vacation institutes

The following location offers the NLA program:

Franklin Learning Center
616 North 15th Street
Philadelphia, PA 19130

Additional information is available in the [Newcomer Learning Academy Handbook](#)

D. Sheltered Instruction/EL Friendly Instruction

Sheltered Instruction classrooms are fully populated with identified English Learners. EL-friendly classrooms are comprised of English Learners and non-English Learners.

The goal of Sheltered Instruction (SI) and EL Friendly instruction is to teach content to ELs that is grade-level, rigorous yet comprehensible.

Sheltered instruction blends traditional instructional techniques with specially designed instructional and academic language strategies to meet the linguistic and educational needs of EL students. In the School District, the Office of Multilingual Curriculum and Programs endorses the use of the sheltered instruction practices and scaffolds that incorporate Discipline-specific and Academic Language Expansion in all ESL-friendly and sheltered classes.

Since the 2016-2017 academic year, OMCP has offered Quality Teaching for English Learners (QTEL), a research-based professional development devoted to improving the linguistic, conceptual and academic development of English Learners. QTEL principles are based on sociocultural theory with highly supported, carefully scaffolded tasks within a three moments unit plan (preparing the learner, interacting with texts / ideas / concepts, and extending understanding) to increase student learning. To support the simultaneously learning of language and content, learning is approached as a socially engaged process, versus an individual process, and language learning as non-linear, complex process focused on comprehension and communication (Walqui, 2010, 2012).

E. Supplemental Language Programs

The Office of Multilingual Curriculum and Programs hire tutors to provide supplemental language support. Tutors implement content and language instruction in collaboration with general education and ESL teachers. Tutors must work with students in the presence of a certified teacher.

The responsibilities of EL Tutors include, but are not limited to, the following:

1. Carry out duties assigned by the OMCP, general education teacher, and/or ESL teacher, as they pertain to ELs
2. Reinforce concepts and skills introduced by the teacher (NOT responsible for introducing new material or lessons)
3. Supervise and check on work with large group activities
4. Be punctual according to agreed-upon schedule
5. Notify principal and OMCP in advance of planned absence.

V. LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP) IMPLEMENTATION

A. ESL: Grades K-8

The instruction of ELs is a shared responsibility between ESL teachers and grade/content area teachers. English Language Development (ELD) instruction is provided by both ESL and non-ESL teachers. *ESL teachers must collaborate regularly with grade/content area teachers who work with ELs to plan and deliver instruction using appropriate academic language development strategies in both co-teaching/push-in and pull-out programs.*

1. Collaborative ELD Instruction: K-8

Entering, Beginning, and Developing (Levels 1-3) students receive ELD instruction through a combination of collaborative pull-out instruction and co-teaching/push-in. The goal is to help acclimate students to the social and academic surroundings and to facilitate the acquisition of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

Expanding and Bridging (Levels 4 & 5) students receive ELD instruction through co-teaching/push-in and communication between the ESL teacher or tutor in the content area/general education classroom. The goal is to individualize instruction to students' language learning needs, as indicated by their language test scores and academic performance and provide opportunities for academic language development.

2. ESL Scheduling and Instructional Materials: K-8

Scheduling and instructional materials must consider both grade-level of the students and the student's proficiency level. More intensive language instruction should be provided to students at lower proficiency levels. Furthermore, students at higher grade-levels should also receive more intensive language instruction.

Developing and implementing an ESL schedule, which considers EL students needs based on language proficiency and grade-level, is the foundation for an effective ESL program in K-8.

The following table outlines the framework for ELD instruction and scheduling.

ESL Program Implementation: K-8

GRADES	Non-Negotiables	Instructional Guidelines
K-2	<p>Model: ESL Specialist provides regularly scheduled ELD instruction during the 120-minute literacy block for ELs at <u>all</u> proficiency levels through a co-teaching/push-in model. More intensive language support is provided for students at level 1 and 2.</p> <p>Materials: SDP ELA Core Curriculum materials: <i>Ready Gen/Wit & Wisdom</i></p> <p>ELD Core Curriculum materials: Grades 1-2: <i>Reach B</i> Newcomers: <i>In the USA**</i></p>	<p>Recommendations: ESL Specialist collaborates with classroom teachers to embed ELD instruction in various components of the Balanced Literacy Framework.</p> <p>Pull-out ELD instruction is <u>not</u> recommended for K-2 ELs at any proficiency level.</p> <p>Planning & scaffolding tools: <i>Promising Practices for English Language Learners</i> PA ELD Standards PA Core Standards</p>

<p>3-5</p>	<p>Model: ESL Specialist provides regularly scheduled ELD instruction during the 120 minute literacy block for ELs at varying proficiency levels through a combination of collaborative pull-out and co-teaching/push-in. More intensive language support is provided to students at level 1 and 2.</p> <p><i>*Collaborative ELD pull-out instruction must take place during the literacy block.</i></p> <p>Materials: SDP ELA Core Curriculum materials: <i>Ready Gen/Wit & Wisdom</i></p> <p>ELD Core Curriculum materials: Grades 3-4: <i>Reach C</i> Grade 5: <i>Reach D</i> Newcomers: <i>In the USA**</i></p>	<p>Recommendations: ESL Specialist collaborates with classroom teachers to embed ELD instruction in various components of the Balanced Literacy Framework for ELs at level 2 and above.</p> <p>Collaborative pull-out ELD instruction is recommended for level 1 ELs only.</p> <p>Collaborative pull-out instruction should be considered on a case-by-case basis for levels 2 and 3.</p> <p>Pull-out ELD instruction is <u>not</u> recommended for levels 4 and 5.</p> <p><i>*Students can be at varying grade-levels (3-5) for pull-out instruction; however, instruction <u>must</u> be aligned to appropriate grade-level standards.</i></p> <p>Planning & scaffolding tools: <i>Promising Practices for English Language Learners</i> PA ELD Standards PA Core Standards</p>
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<p>6-8</p>	<p>Model: ESL Specialist provides regularly scheduled ELD instruction for ELs at varying proficiency levels through a combination of collaborative pull-out and co-teaching/push-in instruction. More intensive language support is provided to students at level 1 and 2</p> <p><i>*Collaborative ELD pull-out instruction must take place during literacy/language arts!</i></p> <p>Materials: SDP ELA Core Curriculum materials: <i>StudySync/Collections</i></p> <p>ELD Core Curriculum materials: Inside A/B & OMCP middle school content units</p> <p>Newcomers: <i>Inside the USA</i></p>	<p>Recommendations: ESL Specialist collaborates with classroom teachers to embed ELD instruction in various components of the Balanced Literacy Framework or during other content-area instruction (science, social studies, and math) for ELs at level 3 and above.</p> <p>Collaborative pull-out ELD instruction is recommended for level 1 and 2 ELs only.</p> <p>Collaborative pull-out instruction should be considered on a case-by-case basis for level 3 students.</p> <p>Pull-out ELD instruction is <u>not</u> recommended for levels 4 and 5.</p> <p>Students can be at varying grade-levels (6-8) for pull-out instruction; however, instruction <u>must</u> be aligned to appropriate grade-level standards.</p> <p>Planning & scaffolding tools: <i>Promising Practices for English Language Learners</i> PA ELD Standards PA Core Standards</p>
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3. Rostering Directive: K-8

ESL teachers' time is limited and in many schools they must provide ELD instruction for

students at various levels and grades. Therefore, rostering of ELs into appropriate classrooms should be a priority. Please follow the guidelines below when rostering EL students.

Rostering Guidelines

- ELs should be placed in as few classrooms as possible. Level 1 and 2 students should be placed in one classroom per grade, as long as the number of ELs does not exceed 15.
- To ensure appropriate collaboration, levels 3-5 should be placed together in as few classrooms as possible. Levels 1 & 2 ELs may be in the same room as levels 3-5, depending on the size of the EL population.
- It is recommended that pull-out ELD classes comprise of students from two grades (3rd & 4th, 5th & 6th, 7th & 8th)
- Pull-out instruction is **not** recommended for ELs in grade K-2

Options for Collaborative Instruction

- Schedule the literacy block at different start times during the day in order to facilitate collaborative instruction: co-teaching or pull-out.
- Set a common literacy block for lower grades and a different common literacy block for upper grades in order to facilitate collaborative pull-out ELD instruction.
- Stagger the start times of the literacy blocks within grades in order to facilitate co-teaching during guided reading.
- If literacy blocks are scheduled at the same start time, stagger the start times of the components of the literacy blocks.
- For schools with more than 75 ELs, an ESL coordinator is strongly recommended.

B. ESL Instruction: Grades 9-12

1. Instructional Models: 9-12

In all of the instructional models, teachers strive to create a learning environment in which students:

- Are active participants who have many opportunities daily to use English productively, in speaking and writing
- Interact frequently with classmates and with the teacher, so that they may rehearse, experiment, and receive feedback on their developing language
- Participate in learning tasks that build their listening, speaking, reading, and writing skills by immersing them in appropriate oral and written language models

- Are held to grade-level standards, and are supported through scaffolding that is appropriate for their language proficiency level
- Learn language and content simultaneously
- Are encouraged to continue to develop their academic language in level of sophistication and in increasingly more challenging contexts
- Continue to appreciate, use, and further develop their first language skills and knowledge acquired prior to entry into the U.S. high school.

Each of the models below requires:

- Careful rostering of ELD and content-area classes and grouping of students by grade and language proficiency level
- Professional development and coaching for ESL and content-area teachers, including the identification of potential EL-friendly teachers eager to work with English Learners and willing to make the necessary accommodations for them to succeed
- Support and time for collaboration between ESL and content-area teachers, such as Common Planning Time, so that each group may instruct the other on techniques and standards in their area of expertise, as well as plan accommodated instruction and assessment for language learners
- Sufficient numbers of ELs: In schools with small numbers of ELs, it is difficult to create a strong ESL and content-area program. Students with Level 1 or 2 skills should not be assigned to a high school with limited to no ESL support.

The ESL instructional models for high school ELs are summarized below.

a. English Language Development Credit-Bearing Classes

English Language Development (ELD) classes are credit bearing (e.g. ELD 1 = English 1, ELD 2 = English 2). The goal of increasing academic language proficiency is accomplished through focused language study, which according to the Council for Great City Schools, “calls for dedicated time for focused instruction in how English works, providing ELs with an understanding of the basic structures of language – in all four domains [listening, speaking, reading, and writing] – for a variety of registers, especially the academic register needed to engage in academic discourse across all content areas².”

ELD classes introduce both social and academic language. The ELD curriculum prepares students to understand and use the language of the content areas by introducing typical content-area tasks and texts.

ELD class is also a setting in which students may reflect on their developing identities as multilingual and multicultural individuals. In ELD classes with students from many

² A Framework for Raising Expectations and Instructional Rigor for English Language Learners. (2014, August). In *Council of the Great City Schools*. Retrieved August 22, 2014, from <http://www.cgcs.org/site/default.aspx?PageID=1>

countries and linguistic backgrounds, students learn to appreciate their classmates' diverse backgrounds, as they acquire academic English proficiency.

b. English Language Development Electives

To support students' academic language development, students are required to take additional classes that receive elective credit. ELD 1/ Elective and Linguistic Development 1 are required for Level 1 (Entering). ELD 2 is required for Level 2 (Emerging) students. If sufficient staff, Cross Curricular Language Development should be offered for students enrolled in an ELS program for four or more years and whose ACCESS level is below 3.9.

Two additional electives are Language of Math and Senior Seminar / Capstone. Language of Math is taught by a mathematics teacher; students receive mathematics credit. The course prepares newcomer students with interrupted formal schooling for Algebra 1. Senior Seminar / Capstone is a course to prepare students for college / career and to complete a senior research paper / project.

c. Sheltered Content / Disciplinary Classes

Sheltered content classes are taught by content teachers (e.g. social studies, science, math) – not ESL teachers. Sheltered classes should be provided for Level 1 (Entering) and Level 2 (Emerging) students. If a school has sufficient staff and enrollment of ELs, Level 3 (Developing) content classes may also be sheltered. Level 4 (Expanding) and Level 5 (Bridging) ELs should be integrated with non-EL peers in content courses.

Sheltered content classes are designed to introduce and support students in mastering the grade-level curriculum of the designated content area, while also providing meaningful opportunities for students to increase their proficiency in using the language of that content area. A goal of sheltered instruction is to maintain the grade-level, academic rigor, while also providing appropriate levels of scaffolding for students to learn both academic and disciplinary language and content. Sheltered content classes must provide high support with high expectations.

Sheltered content classes require the teacher to design appropriate levels of support – scaffolds – to enable students to access both the disciplinary language and course content. Students are capable of concrete and abstract learning with appropriate scaffolds or supports. The teacher should not simplify the task(s) and concept(s) but, instead, provide graduated, scaffolded assistance that may include sensory, graphic, interactive and cognitive verbal / textual supports with students' interaction. The Office of Multilingual Curriculum and Programs (OMCP) provides professional development for content teachers of sheltered content courses for ELs.

2. ESL Curriculum: 9-12

As described in the section on program models, the ESL Program at the high school level provides support for students to develop academic language proficiency in all four language domains (reading, writing, listening, and speaking) in alignment with the Pennsylvania English Language Proficiency Standards (ELPS) and the Pennsylvania Core Standards. ESL lessons are integrated, in that the four language domains reinforce each other. Within an ELD 1 English / Elective class, for example, a writing assignment may have students discuss their ideas before drafting, listen to a video or a lecture about the topic for the writing assignment, or read multiple texts on that topic to enrich their background knowledge and specific language for the writing assignment. ESL classes also expose students to English grammar, pronunciation, phonemic awareness, vocabulary, and sociolinguistic rules for using English in academic and social settings through integrated language activities and explicit instruction. In addition, students practice using research-based language learning strategies, comprehension strategies, vocabulary-learning strategies, and writing strategies for more efficient learning. Fiction and non-fiction texts, specifically texts from the major content areas of science, mathematics, social studies and English language and literature, and authentic tasks used in those same content areas are central to ESL instruction at the high school level. In other words, materials and activities in the high school ESL classroom are content based, with the explicit purpose of immersing students in meaningful academic language and facilitating practice in that language.

In the English Language Development (ELD) courses (ELD Levels 1 and 2) students practice using English in all four domains, with special emphasis on reading, listening, speaking and vocabulary. ELD 1 and 2 English is an English credit bearing course. ELD 1 and 2 Elective is an elective bearing course. The same teacher should teach both courses. Students with ACCESS levels 3 - 4.5 should be rostered in a sheltered English 1, 2, 3 or 4 course depending on their year in high school.

3. English Language Development (ELD) Materials

Since the 2016-2017 academic year, English Language Development Levels 1 (Entering) and Level 2 (Emerging) core materials are Cengage / National Geographic Learning *Hampton – Brown Edge: Reading, Writing and Language*.

- ELD1 – Edge Fundamentals
- ELD 2 – Edge A

Edge: Reading, Writing and Language supports students learning in the four language domains, reading and writing strategies, vocabulary and grammar, and critical thinking. The curriculum includes informational text and multicultural and contemporary literature, poetry, poems and classical literature. Students encounter texts that are age appropriate with grade-level complexity. Units also include “close reading” excised to support students in deep reading of complex texts. Additionally, each unit has multiple short

writing opportunities and in-depth writing projects including argumentative, expository and narratives tasks.

- Sheltered English 1 – 9th grade McGraw Hill *Study Sync* or Houghton Mifflin Harcourt *Collections*
- *Sheltered English 2, 3 or 4* – 10th, 11th or 12th grade McGraw Hill *Study Sync* or Houghton Mifflin Harcourt *Collections*

Sheltered English courses (Levels 3 / Developing to 4.5 / Expanding) will use the English Language Arts (ELA) core materials purchased by the high school (McGraw Hill *Study Sync* or Houghton Mifflin Harcourt *Collections*). The School District of Philadelphia’s Curriculum Engine includes suggestions for accommodations and supplemental materials for English Learners.

Teachers may draw from many sources to integrate more authentic reading into ELD classes. EDGE Fundamentals and EDGE A include leveled readers for each unit. Teachers may also add excerpts from content-area texts, short news articles, poetry and song lyrics, as well as tables, graphs and maps.

Information on the high school ESL curriculum may be accessed from the website of the Office of Multilingual Curriculum and Programs:

[Information on high school ESL curriculum](#)

Curriculum Map for courses are available at the Office of Multilingual Curriculum and Program website:

<https://www.philasd.org/multilingual/resources/educators/curriculum-instructional-resources/high-school-grades-9-12/>

4. Schedule, Staffing, and Placement of ELs in Grades 9-12

Daily schedule of ELD and sheltered classes:

English Learners (ELs) are rostered by level into one or more ELD (English Language Development) classes per day. Scheduling of ELs depends on number of staff, ESL and content teachers, and number of ELs. **Schedules for ELs should be created first in the rostering process to ensure students are grouped by level and can receive appropriate mandated ELD instruction.**

a. English Language Development (ELD) courses

(1) Entering (Level 1): 3 courses

- English Language Development - ELD 1 (one English credit)
- ELD 1 Elective (one elective credit)
- Linguistic Development (one elective credit)

If possible, Level 1 students should be sheltered as a group in content classes (math, science, social studies).

(2) Emerging (Level 2): 2 courses

- English Language Development, ELD 2 (one English credit)
- ELD 2 Elective (one elective credit)

If possible, Level 2 students should be sheltered with Level 2 and Level 3 students as a group in content classes (math, science, social studies).

(3) Developing (Level 3): 2 courses

- Sheltered English 1 or 2 (one English credit)
- Cross Curricular Language Development (elective)

If possible, Level 3 students should be sheltered with Level 2 or 3 students as a group in content classes (math, science, social studies).

(4) Expanding & Bridging (Level 4&5): 0-1 course

Either roster in grade level course with non-EL peers for English 1, 2, 3 or 4 based on previous courses (one English credit) or in a sheltered course for ELs. If staffing permits, students with level 4.0-4.5 should be in a Sheltered English class taught by an ESL teacher. **Students with level 4.6 and higher may be placed in a grade level English class with non-ELs. Level 4 & 5 students do NOT need sheltered content instruction for math, social studies, science or other electives.** Content teachers should provide appropriate accommodations.

5. Rostering Guidelines for ELs in Grades 9-12

a. General Rostering Guidelines:

- English Learners must be rostered **first** so that they may receive the full complement of ELD services to which they are legally entitled. Since Level 1 and 2 students are scheduled for ELD classes by level, and not by grade, it is a complex process to create the ELD class roster.
- The roster for a school with a sheltered content class program must be created every year. Sheltered rosters and schedules cannot be rolled over year to year. The number of ELs in a school and in each level of ELD within each grade changes annually. These factors necessitate creating a new roster for the entire school each year.
- Content-area sequences for Level 1, 2 and 3 students are propelled by ELD level and not grade or student age. Course sequences are not mandated by the School District of Philadelphia or the Pennsylvania Department of Education. ELs may take the courses in a sequence that best meets their linguistic needs. For example,

Geometry may be more language dependent than Algebra 2, so students at lower levels of English proficiency may take Algebra 2 before Geometry.

- Sheltered content course should only include ELs. The ideal sheltered program has Level 1 students rostered separately from Level 2 – 3 students. The beginner-level learners require more scaffolding and accommodations. Level 2 and 3 students may be rostered together in the same sheltered class. The teacher may need to differentiate instruction and assessment.
- For Levels 1, 2 and 3, individual ELs’ background and learning characteristics, ACCESS for ELs 2.0 composite levels and domain specific levels (reading, writing, speaking, listening), and credit profile should drive student placement in sheltered content classes.
- An ESL-friendly content class includes ELs and non-ELs. ESL-friendly content courses can be formed in schools where sheltered classes are not feasible because of a limited number of ELs between levels 1 – 3.

(See *High School English Learner Course Sequence by ELP Level* on the following pages)

ESL Course Sequence

Students with ACCESS levels 3 – 4.5 are enrolled into Sheltered English courses. The level (English 9, 10 etc.) is based on their year in school. Sheltered content classes end at ACCESS level 3.9. Students may be assigned to Level 3 (Developing) sheltered content classes, such as mathematics, science and social studies, on an “as-needs” basis.

ACCESS Level	English Course(s)	Academic Core (Soc Stu, Math, Science)	Optional ESL Electives (get recommendations from ESL coordinator)
1.0 - 1.9 (Entering)	ELD 1 (English) <u>AND</u> ELD 1 (Elective)	Scheduled at grade level into <u>Sheltered</u> courses with level 1.0-1.9 ELs.	ELD Senior Capstone (recommended for 12 th graders completing a senior project)
2.0 - 2.9	ELD 2	Scheduled at	Language of

ACCESS Level	English Course(s)	Academic Core (Soc Stu, Math, Science)	Optional ESL Electives (get recommendations from ESL coordinator)
(Emerging)	(English) <u>AND</u> ELD 2 (Elective)	grade level into <u>Sheltered</u> or <u>ESL Friendly</u> courses with level 2.0-3.9 ELs.	Math (recommended for SIFE)
3.0 - 3.9 (Developing)	Scheduled at grade level into <u>English 1-4 Sheltered</u> with level 3.0-4.5 ELs	Scheduled at grade level into <u>Sheltered</u> or <u>ESL Friendly</u> courses with level 2.0-3.9 ELs.	Cross Curricular Language Development (recommended for ELs with more than five years in an ESL program or ELs in need of additional support)
4.0 - 4.5 (Expanding)	Scheduled at grade level into <u>English 1-4 Sheltered</u> with level 3.0-4.5 ELs	Scheduled into <u>general education</u> courses.	Cross Curricular Language Development (recommended for ELs with more than five years in an ESL program or ELs in need of additional support)
4.6 + (Expanding to Reaching)	*Students at this level should be programmed into general education*	*Students at this level should be programmed into general education*	*Students at this level should be programmed into general education*

b. Block Rostering Guidelines

For schools with block rostering, students remain in the ELD English class for the school year and earn one English credit and one elective credit for the academic year. The accompanying ELD elective class is completed either in the first semester or second semester and students earn an additional elective credit. The following guidelines must be considered when rostering ELs:

- If a school has one block period, the block period should be used for ELD courses for ELs in Levels 1 and 2 from September through June. Level 1 and 2 students, in particular, need to attend ELD classes daily and all year long. In addition, Level 1 students with interrupted formal schooling should have a 3rd course, Linguistic Development. Therefore, Level 1 students may have 3 of their 8 “blocks” used for ELD and/or EL elective courses.
- Students in Sheltered English 3 and 4 with 4 or more years in an ESL program and ACCESS levels under 3.9 should be rostered in Cross Curricular Language Development, an elective credit.
- Students should be rostered with the same teacher for ELD 1 English or ELD 2 English in the fall semester and ELD 1 Elective or ELD 2 Elective in the spring semester.

Sample Block Roster Chart for ELD Classes

Level	Semester 1: ELD Class (English credit)	Semester 2: ESL Required Courses (elective credit)
1	ELD 1 English Optional - Linguistic Development	ELD 1 Elective (Linguistic Development may also be taken in the 2 nd semester)
2	ELD 2 English	ELD 2 Elective
3 - 4.5	Sheltered English 1, 2, 3, or 4	Optional - Cross Curricular Language Development
4.6 +	English (based on grade level)	

c. ELD English Placement for High Schools

A student's most recent proficiency level and ESL teacher input determine placement for the student's ELD English class. For example, if a level 1 9th grade student scores 3.8 on the state-mandated ACCESS test, the recommended placement for 10th grade would be Sheltered English 2. If a level 1 9th grade student scores 2.5 on the state-mandated ACCESS test, the recommended placement for 10th grade would be ELD 2 English and ELD 2 Elective

VI. RECLASSIFICATION³ CRITERIA AND MONITORING FORMER ELs

A. Reclassification Criteria

Under the Every Student Succeeds Act (ESSA), reclassification criteria changed starting 2016-2017 SY. No content based tests can be used to determine the continuation of a student's EL status. Therefore, the new proposed criteria are based on ACCESS test results along with teachers' recommendations and rubrics. As 2016-2017 was a transitional year, rubrics were not needed. Please refer to the tables below to compare exit criteria used prior, during, and after 2016-2017 SY.

Reclassification Criteria Prior to 2016-2017 SY

³ *Reclassification is also known as "exiting" from an ESL program*

Grade	ACCESS for ELs 2.0 Composite (overall) Score⁴	PSSA/Keystone/ District Standardized Assessment Performance	Report Card Grade
K	5.0 or higher	'D' or better on DRA for Reading and grade equivalent or better on GMADE for Math	'C' or better in Math, Science, and Social Studies and reading level "At Target"
1	4.6 or higher	'J' or better on DRA for Reading and grade equivalent or better on STAR for Math	'C' or better in 4 major subjects
2	4.6 or higher	'M' or better on DRA for Reading and grade equivalent or better on STAR for Math	'C' or better in 4 major subjects
3 – 5	4.6 – 4.9	'Proficient' or better on PSSA Reading and 'Basic' or better on PSSA Math	'C' or better in 4 major subjects
3 – 5	5.0 or higher	'Basic' or better on PSSA Reading and 'Basic' or better on PSSA Math	'C' or better in 4 major subjects
6 – 8	4.7 – 4.9	'Proficient' or better on PSSA Reading and 'Basic' or better on PSSA Math	'C' or better in 4 major subjects
6 – 8	5.0 or higher	'Basic' or better on PSSA Reading and 'Basic' or better on PSSA Math	'C' or better in 4 major subjects
9 – 12	4.8 – 4.9	'Proficient' or better on Keystone Literature or above-grade equivalent on STAR for Reading and 'Basic' or better on Keystone Algebra I or Benchmark threshold (TBA) for Math	'C' or better in 4 major subjects
9 – 12	5.0 or higher	'Basic' or better on Keystone Literature ⁶ or above-grade equivalent on STAR for Reading and 'Basic' or better on Keystone Algebra I ⁶ or Benchmark threshold (TBA) for Math	'C' or better in 4 major subjects

Reclassification Criteria for 2016-2017 SY Only

Grade	ACCESS for ELs Composite (overall) Score⁵	ESL Teacher Recommendation	Alternative Recommendation
K-12	5.0 or higher	At least one (1) ESL teacher recommendation for reclassification (exit).	In the absence of an ESL teacher recommendation for reclassification (exit), student must have at least two (2) recommendations for reclassification (exit) from two (2) different content teachers.

Reclassification Criteria for 2017-2018 SY and Beyond

⁴ Must be on a Tier C test.

⁵ Taken in 2016-2017 school year

Grade	ACCESS for ELs Composite (overall) Score ⁶	ESL Teacher Language Use Inventories ⁷
K-12	4.5 or higher	At least one (1) ESL teacher recommendation for reclassification (exit) and one (1) content teacher. In the absence of an ESL teacher, two (2) recommendations for reclassification (exit) from two (2) different content teachers will be accepted.

The Reclassification, Monitoring, and Redesignation of ELs policy for the 2017-2018 school year and beyond will be posted on October 1, 2017.

For more information, go to:

<http://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/English%20As%20A%20Second%20Language/Pages/Rclassification-and-Exit-Criteria.aspx#tab-1>

B. Four-Year Monitoring Process

As per Title III mandate, all reclassified/exited students must be monitored for four (4) years. Monitoring the academic progress of ELs should be a collaborative effort of school staff including the classroom teacher, the ESL teacher, counselor, and principal. The classroom teacher and the ESL teacher should establish frequent and ongoing communication to ensure that the student receives appropriate support aligned with his/her instructional needs.

Post-Exit Monitoring forms must to be completed at least one time per year and a copy of the form should be included in the EL Data Folder/Envelope for each reclassified/exited student. A review of the following items can provide evidence of a student's academic progress:

- Report card grades
- Predictive test progress
- Standardized test scores
- Classroom work samples
- Writing samples

⁶ Taken in 2017-2018 school year. Once ACCESS scores are released, the points are added to the points from the rubrics.

⁷ Must be completed prior to the release of ACCESS scores.

If during the four-year monitoring period evidence suggests that an exited student is still hindered by his/her English language proficiency, additional supports must be provided in order for the student to be successful in mainstream classrooms.

Post-Exit Monitoring forms will become available at <https://www.philasd.org/multilingual/resources/educators/forms/>

VII. DISTRICT-WIDE POLICIES AND PROCEDURES FOR ELS

A. Program Duration and Student Support

The School District of Philadelphia requires that English Learners (ELs) be enrolled and participate in the EL Education Program until the student achieves a level of English language proficiency as defined by State-mandated exit criteria. Pennsylvania Department of Education require that schools are kept accountable for student outcomes and therefore should strive to exit their ELs within six (6) years. Students with a medium to high English proficiency should be exited in less than six (6) years, as it is assumed that they would need less time to achieve English proficiency. However, we understand students coming from different backgrounds may take longer.

B. Marking and Grading Guidelines for ELS

ALL teachers are required to differentiate instruction and assessment (including grades) to align with the WIDA Can Do Descriptors that coincide with the ELD level of their ESL students. Please see below for criteria that will help in grading ELS:

For all ELS (Levels 1 – 5):

- ELS must receive modified and adapted instruction and assessment based on the WIDA Can Do Descriptors aligned with student's grade level and proficiency level.
- ELS' grades may only be based on assessment measures that have been adapted to accommodate the language-specific needs of EL students and may not be based on assessment measures designed exclusively for use by native speakers of English unless those measures match the Can Do descriptors for students' levels.

ELs should not receive failing grades based only on their inability to speak English. No ESL student enrolled in any course can be issued a grade of a D or an F unless the teacher can provide documentation in the following areas:

- The teacher has modified instruction and assessment to be in alignment with the Can Do descriptors appropriate for the student’s level
- The student has not made a reasonable effort despite appropriate EL Level accommodations
- On-going consultation has been made by the content teacher with the ESL teacher regarding the suitability of assessments and modified instruction strategies as they relate to students’ levels of language development.
- The family has been contacted and notified of the student’s academic performance in their preferred language and mode of communication.

ELs are not exempt from grades. All EL students, including “newcomers,” should receive a grade based on the Can Do descriptors in all subjects for each grading period. EL student grades should be based on work that has been appropriately modified. The only exception is for students who have been enrolled for a period of less than 15 school days of a marking period, in which case, the student can receive a mark of NG (“No Grade”).

If an EL teacher or content/grade teacher assigns a “D” or an “F” to an EL in any subject area, the teacher must submit documentation for the student to the principal, ESL coordinator and Multilingual Manager prior to giving the failing mark. Documentation should include supports provided to the student, including evidence of modified and differentiated instruction, modified and differentiated assessments, interventions, and RtII/MTSS. The documentation must prove that language was not the reason for the failing mark. If ELs are not meeting with success, it is critical that they be engaged in the RtII/MTSS process. An EL may fail once they have gone through the RtII/MTSS process, and their attendance has not improved.

Monitoring of EL grades is the responsibility of the ESL Teacher and/or ESL Coordinator or the ESL Point Person at schools without appointed ESL teachers.

For downloadable copies of the Can Do Descriptors visit: [WIDA's Can Do Descriptors](#)

C. Guidelines for Annual Assessments and District-Wide Assessments

1. Annual Assessments

The state-mandated annual assessments administered to ELs are the PSSA/Keystone and the ACCESS for ELs 2.0.

2. District-Wide Assessments: Benchmark Exams

- Level 1 and 2 ELs in grades 3 and higher are **NOT** recommended to take District-wide benchmark assessments in reading/writing or language arts.
- Level 3, 4, 5, and 6 ELs are required to participate in all District-wide assessments.
- All PSSA/Keystone accommodations for ELs are applicable to District-wide assessments.

3. State Standardized Assessments: PSSA and Keystone Exams

Participation in state standardized assessments is required for all ELs who have lived in the United States for more than one year. Pending approval, Pennsylvania's new policy for ELs participation in standardized testing is the following:

- (a) Students enrolled in a United States school for less than a year will not take any PSSA or Keystone exams.
- (b) Students in their second year will take all required PSSA and Keystone exams for participation purposes.
- (c) Students in their third year will take all required PSSA and Keystone exams for growth.
- (d) Students in their fourth year will take all required PSSA and Keystone exams for growth and proficiency.

4. Accommodations for District-Wide and State Assessments

Accommodations are provided to an EL to ensure that an assessment measures his/her knowledge and skills rather than his/her English proficiency. State-mandated accommodations for ELs may change from year to year. Please consult the most recent Pennsylvania Accommodations Guidelines, which can be found at: www.education.pa.gov.

New accommodations unfamiliar to students should not be introduced to students for the first time when they are taking the PSSA, Keystone or any other standardized test.

The academic performance, including proficiency in English, of each English Learner enrolled in the EL Education Program will be assessed using multiple assessments.

5. ACCESS for ELs 2.0

The Pennsylvania Department of Education uses ACCESS for ELs 2.0 as the statewide assessment instrument for the required annual assessment of English language proficiency. ACCESS for ELs 2.0 is a standards-based, criterion-referenced English language proficiency test designed to measure ELs' social and academic proficiency in English. It assesses social and academic English including the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains of listening, speaking, reading, and writing.

In the 2015-2016 school year, the SDP began to roll out the online ACCESS for ELs 2.0 at 25 schools. Fifty schools will participate in the 2017-2018 academic year.

An explanation of ACCESS 2.0 is available at:

[WIDA ACCESS 2.0](#)

ACCESS for ELs 2.0 is a large-scale test that addresses the English language development standards that form the core of the WIDA Consortium's approach to instructing and testing English Language Learners. These standards incorporate a set of Model Performance Indicators (MPIs) that describe the expectations educators have of ELs at multiple grade level clusters and in five different content areas. The grade level clusters include 1, 2, 3, 4-5, 6-8, and 9-12 for the paper-based ACCESS for ELs 2.0, and 1, 2-3, 4-5, 6-8, and 9-12 for the online ACCESS for ELs 2.0. There are five content area standards. The first is social and instructional language (SI), which incorporates proficiencies needed to deal with the general language of the classroom and the school. The others are English language arts (LA), math (MA), science (SC), and social studies (SS). For each grade level, the standards specify one or more performance indicators for each content area within each of the four language domains: Listening, Speaking, Reading, and Writing.

Kindergarten students are assessed using the original ACCESS for ELs. Information about the ACCESS for ELs can be found at:

<http://www.wida.us/assessment/access/index.aspx>

For students who are ELs and also require special education services, the Alternate ACCESS for ELs may be the appropriate assessment. The Alternate ACCESS corresponds to Alternate Language Proficiency Levels and Alternate Model Performance Indicators. The student's IEP team must determine whether the Alternate ACCESS is appropriate based on his/her IEP. A more detailed explanation can be found at:

<https://www.wida.us/assessment/alternateaccess.aspx>

The EL's proficiency level is presented as a whole number followed by a decimal. The whole number reflects students' English language proficiency level (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching) in accordance with the WIDA English language proficiency standards. The decimal indicates where the student is positioned within a proficiency level and the student's position on the path to the next proficiency level. For example, an EL at language proficiency Level 3.5 has moved half the distance through Level 3-Developing.

D. Testing Accommodations for ELs

English Learners are entitled to testing accommodations to ensure that an assessment measures the student's knowledge and skills rather than his/her English proficiency.

Accommodations permitted are aligned to those permitted by the Pennsylvania Department of Education (PDE) and may vary slightly from year to year. For the most current accommodations, please check the PDE website at www.pde.state.pa.us.

- Extension of allotted time
- Use of frequent breaks
- Testing in separate rooms (small group settings)
- Bilingual dictionaries (for students in the country less than three years)
- Qualified bilingual interpreter (for students in the country less than three years)
- Reading of questions (not for reading test)
- Providing of visual clues (graphic organizers, timelines, graphs, pictures)
- Simplification of directions

E. Promotion and Retention Policy for ELs

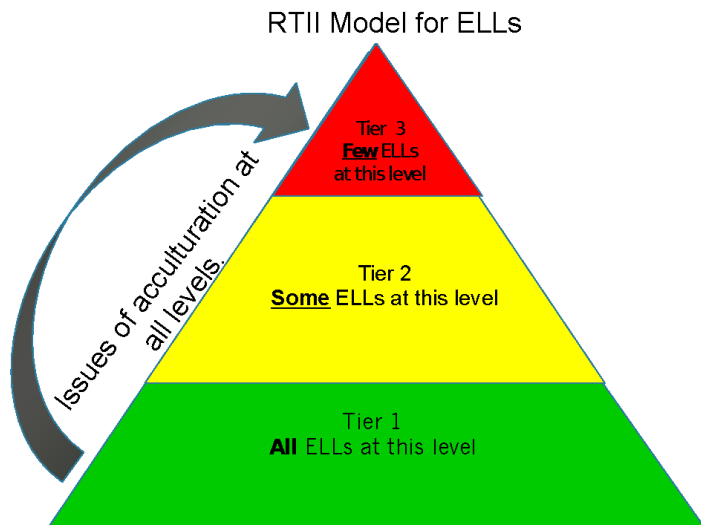
Promotion and retention decisions for ELs are based on policies and procedures specified by The School District of Philadelphia. ELs may not be retained based solely upon their English Proficiency Level. Promotion criteria for Special Education ELs are aligned with the individual student's IEP. All decisions regarding promotion or retention of ELs must be made by instructional teams that include the ESL teacher, classroom teacher, Special Education teacher (if applicable), Multilingual Manager, and the Principal.

F. RtII/MTSS for English Learners (ELs)

In Pennsylvania, ESL/Bilingual Education instruction **is considered core instruction**, and not an intervention. This means that all ELs should be included in the RtII/MTSS framework as Tier I students, rather than being placed in Tier II interventions because of their lack of proficiency in English.

It is imperative that that an ESL teacher or coordinator be part of the school's RtII/MTSS team. The ESL professional in the building is an important resource for developing a comprehensive approach to making instructional decisions. These decisions should be based on both quantitative and qualitative data that reflect the student's progress in attaining proficiency in English and meeting rigorous content standards. WIDA has developed a tool, which can be used by educators to gather quantitative and qualitative data about ELs. The tool can be found at: [WIDA RTI2 tool](#).

The RtII/MTSS pyramid for English Learners should look much like the model for all students, with the vast majority of students at Tier I, and a few students needing more intensive support at Tiers II and III.



Tier I

Core instruction in both content and ESL classes must be culturally and linguistically responsive. This means that all Tier I instruction and assessments and all interventions must consider and build upon a student’s cultural background and experiences and is differentiated to support the simultaneous development of language proficiency and content knowledge.

Planning for scaffolding and support in instruction and assessment must be based on students’ English proficiency level as evidenced by W-APT or ACCESS scores. Professional development regarding effective instructional practices for English Learners across English proficiency levels (for all teachers who work with ELs) and thoughtful planning and collaboration between ESL and content teachers are important components of an effective instructional program for ELs.

Special Considerations for Reading Instruction

Literacy instruction must not be delayed until students’ oral language has been developed, but rather supported while promoting English language development.

Teachers must remember that learning to read in a second language is not exactly the same as learning to read in the first language, and there are many factors that can affect a student’s understanding of material. These factors include differences between English and many other languages across the components of reading (e.g. phonemic awareness, phonics, and vocabulary) in addition to formation of sentences and discourse styles.

Please refer to the ELs and the 5 Essential Components of Reading document for more information on considerations for reading instruction for ELs. The document can be found in the School District of Philadelphia Comprehensive Literacy Framework (p.22): [School District of Philadelphia Comprehensive Literacy Framework](#)

When an EL seems to be lacking in grade-level target skills in one of the five Components of Reading, consider that the student’s home language and how it may differ from English at the word level, in sentence structure, or in discourse style, and provide explicit instruction as needed.

Remember to compare results of like peers, rather than measuring ELs against native-English-speaking students. Ensure that language differences are not confused with language disorders and that patterns of performance related to the student’s cultural/linguistic background or interrupted schooling are not mistaken for signs of a disability. Do not penalize students for dialect features, accents and pronunciations when scoring running records, DRA, etc., and provide modeled language when words are mispronounced. Code the error, but do not count it.

Tier II

When ELs fail to demonstrate a sufficient rate of academic progress compared to the majority of “like peers” (i.e., students with the same native language and culture and similar educational histories), it is recommended that a problem-solving process be initiated before automatically referring students to Tier II interventions. The purpose for this problem-solving approach is to rule out language-related reasons for a student’s perceived lack of progress.

In cases where a student is in genuine need of interventions, continue to provide ESL instruction and/or native language instruction (in Bilingual/Dual Language programs) in addition to specific literacy interventions in Tier II. Make sure to use evidence-based practices/interventions shown to be effective and validated for ELs. You can simultaneously build language and literacy skills by adapting or enhancing interventions to consider the linguistic background and language proficiency of students. Remember to read the English Language Learners and the Five Essential Components of Literacy document from the district’s Comprehensive Literacy Framework: [School District of Philadelphia Comprehensive Literacy Framework](#)

Tier III

If necessary conditions for Tier I and Tier II instruction have been provided and a student is not making steady progress or is falling behind when compared with like peers, a more intensive intervention may be warranted.

G. Support for Long-Term ELs

The SDP Language Policy has established a window of five years as the amount of time by which ELs should reach English language proficiency and be able to transition to the general education program. Please note that individual circumstances such as limited formal schooling in the home country or frequent moves during the first years in the U.S. might affect the length of time needed for some students to reach proficiency, however.

Provisions shall be made for students who are not progressing as determined by relevant data. A long-term EL is defined in SDP as:

- Demonstrating minimal (as measured by multiple assessments) language acquisition at the Entering and/or Beginning levels of proficiency within the first full academic year in the EL Education Program
- Stalling at the Developing or Expanding levels of proficiency (growth < 0.6 between the two composite scores) for more than two ACCESS for ELs-assessed years
- Continuing in the EL Education Program beyond five (5) years if exit criteria have not been met

In these instances, students will receive appropriate services that may include, but are not limited to:

- Differentiated/intensified instruction
- Intervention provided through RtII/MTSS
- Tutoring support
- Native language support in the content areas
- Computer programs that support language acquisition and academic literacy
- Enrollment in an after-school or Saturday program
- Enrollment in a summer program

Please note that there are many differences between ELs and struggling readers. Students may differ in their motivation, oral language proficiency, and background knowledge, and these differences may affect the route and rate of acquisition of literacy. If interventions are to be successful, they must be matched correctly to the area of need.

An EL who has stalled at the Entering and/or Beginning level of English language proficiency may in fact be a struggling reader in his/her native language. Thus, this student faces literacy as well as language challenges. An EL who has stalled at the Developing and/or Expanding level of English language proficiency may simply be a struggling reader. In this case, the academic challenges may not be language-related, but rather may be literacy-based. In both cases, appropriate interventions aligned to the targeted areas of need must be provided and monitored in order for the student to achieve success. Schools are required to provide support for ELs through tutoring as well as extended-day and summer programs.

VIII. DATA COLLECTION AND MANAGEMENT

A. EL Data Folders/Envelopes

As required by the Pennsylvania Department of Education ESL Monitoring System, ESL teachers/ESL point persons must maintain an EL Data Folder/Envelope for every student presently classified as an EL, enrolled in an EL Education Program (ESL), and those who have exited the program. If a school does not have a full-time ESL teacher, the itinerant ESL teacher or a designee assigned by the principal will be responsible for making sure the EL Data Folders/Envelopes are maintained with the appropriate documentation.

- The EL Data Folder/Envelope is part of the student’s cumulative record and must always accompany the student’s pupil pocket
- The teacher who provides ESL instruction is responsible for maintaining the updated folder/envelope
- Records, including the W-APT or WIDA Screener results, initial Parent Notification Letter, ACCESS for ELs results, a copy of Exit Notification to Parents, Recommendation letters for reclassification, and the Year 1 to 4Post-Exit Monitoring forms must be included in the folder/envelope
- If a student transfers to or from a school, EL Data Folders/Envelopes must accompany the student’s pupil pocket
- When a student leaves the District, storage of the EL Data Folder/Envelope will follow the same procedure as storage for the student’s pupil pocket.

The EL Entry Letter can be found at:

<https://webapps1.philasd.org/tdm/search/any/xzwyEntry#results>

B. Data Maintenance

To facilitate the EL data entry process, a screen has been created in Infinite Campus, the Student Information System (SIS). The English Learner (EL) screen of Infinite Campus can be accessed via the PhilaSD Portal. It is the responsibility of the school’s designated EL Point Person to update and maintain the “LEP Initial Placement” tab monthly. Principals and Multilingual Managers will monitor the process as all allocations are based on the number of “EL/LEP” students.

The EL Point Person must enter the placement scores of students who were administered the WIDA Screener or K-WAPT. his/her ESL students upon enrollment. At enrollment, secretaries must indicate the student’s home language in Infinite Campus. Otherwise, the “LEP Initial Placement” screen will not be available and it will not be possible to properly enter the EL placement data in Infinite Campus

Detailed instructions on how to enter the Initial Placement information into Infinite Campus can be found at this link: [SIS Initial Stepper](#) .

Please Note: Any student who takes the WIDA Screener or W-APT assessment must be entered onto the LEP Initial Placement tab in Infinite Campus, whether or not the child qualifies to receive services. If a student demonstrates proficiency in English by meeting the assessment’s cut-off scores, a “Not LEP” should be indicated on the LEP Initial Placement tab under Placement Results and the Placement Level and Placement Date must be entered.

IX. ADDITIONAL PUPIL SERVICES

A. Counseling Services

ELs are required to have access to the same level of counseling services as their native-English-speaking peers. If language serves as a barrier to appropriate and/or needed services, the Bilingual Counseling Assistant (BCA) can provide interpretation and translation as well as serve as a cultural broker for the student, parent/caregiver and counselor.

In addition, counselors are expected to utilize Pacific Interpreters when necessary. **All schools and administrative offices of the School District of Philadelphia have access to telephonic interpretation service.** The service is provided through a contract with Pacific Interpreters and **IS FREE FOR OFFICES AND SCHOOLS.**

In the event that there is no trained bilingual staff to meet your interpretation needs, call Pacific Interpreters at 1-800-264-1545. You will be asked to provide your access code, language needed, your name, and your department/office or school name. To obtain your access code or for instructions on how to use this service please call 215-400-4180, option 4 or send an e-mail message to translation@philasd.org.

B. ELs with Special Needs

Students who are English Learners may be eligible for special education services once it has been determined that a disability exists and that lack of grade-level performance is not solely due to lack of instruction or lack of proficiency in the English language. All procedures for the screening, evaluation, and development of the IEP, and the provision of services and/or instruction must be in compliance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Regulations. The IEP team must consider the need for ESL instruction as they address the students’ needs related to the provision of Free Appropriate Public Education (FAPE). Unless criteria for exit from the ESL program have been met (as outlined above,) all English Language Learners eligible for special education services must continue receiving ESL instruction.

The ESL teacher must be part of the IEP team. Communication with the parents of English Learners being considered for special education placement must be clear and presented in a mode and language they understand. Support documents translated into

twelve major can be found at the following website
<http://www.pattan.net/category/Legal/Forms>.

In addition The School District’s Office of Translation and Interpretation offers resources to schools and families. Visit the Office of Translation and Interpretation at <https://www.philasd.org/face/multilingual/interpretation-services/> . For additional questions related to identification of English Learners with special needs, please see the FAQs in the appendix of this document.

C. Gifted ELs

Pennsylvania Code, Chapter 16, defines mentally gifted as “outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program.” This document recognizes that learning English as a second language can “mask” gifted abilities. Compared with their peers who speak English a first language, ELs are equally likely to be gifted, so educators must take care to note all factors that may indicate giftedness, such as academic creativity and an ability to learn rapidly.

X. EQUAL ACCESS OPPORTUNITIES

It is of utmost importance that ELs and their families are provided supports, which ensure their participation in all pupil services available to students in the general education program.

A. LeGare

The LeGare review process allows for English Learners to apply for Special Admission and City Wide High Schools.

What does LeGare mean for ELs?

All families should be assisted by persons knowledgeable about high schools and high school programs in considering a range of programs, in identifying the accommodations and supports needed for the student to be successful, and in recommending modifications. Families should receive guidance in a language that they understand. The counselor and the ESL teacher are responsible for counseling students on high school options and for supporting students’ development of application materials.

Students may not be excluded on the basis of admission criteria if they can participate successfully, given reasonable accommodations.

The District has established a procedure for an impartial review of any individual decision not to admit a student with disabilities and/or English Learner status. Information regarding the impartial review and hearing procedures will be provided to parents when they are notified of the decision not to admit.

More information about the LeGare Process and the school's responsibility can be found on the Office of Multilingual Curriculum and Programs' website.

B. Alternative Education programs

An alternative education program must follow policies, procedures, and guidelines articulated in this publication.

C. Career and Technical Education (CTE)

The participation of English Language Learners in vocational-technical education classes and programs is not determined by their level of English language proficiency. English Language Learners should have access to any course of study available. It is the responsibility of the program to make the necessary accommodations and the responsibility of the principal to ensure that this happens. CTE students who are English Language Learners must be provided ESL instruction appropriate to their level of proficiency.

D. McKinney-Vento Homeless Education Assistance Act

According to the Basic Education Circular 42 U.S.C. §11431 on Education for Homeless Youth, students whose primary residence is not "fixed, regular, and adequate" qualify for special treatment when enrolling to school in order to receive proper educational support and services. Students living in an emergency shelter or transitional housing, unaccompanied youth, and refugee and migrant youth among others are entitled to immediate enrollment and free and reduced lunch. Schools must help homeless youth with any necessary enrollment documents, as well as setting up transportation services and getting the students basic uniform clothing and school supplies. For instance, if students experiencing homelessness live at least one mile (1.0) away from the school,

they are eligible to receive transportation assistance. More information is available at <https://www.philasd.org/homeless/about/about-mckinney-vento/>

XI. PROGRAM EVALUATION

A. Adequate Measurable Objectives (AMO)

AMO (Adequate Measurable Objectives) is currently the Pennsylvania Department of Education's (PDE) accountability system. It centers on four objectives:

- Test Participation Rate – to meet this goal, a school must achieve 95 percent participation rate on the PSSAs and Keystone Exams
- Graduation rate of 85 percent or, for schools for which this does not apply, 90 percent attendance rate or improvement over the prior year
- Closing the Achievement Gap for All Students
- Closing the Achievement Gap of Historically Underperforming Students – This objective applies to a non-duplicated count of students with disabilities, economically disadvantaged students and English Learners enrolled for a full academic year taking the PSSA, Keystone Exams or PASA

XII. FAMILY AND COMMUNITY OUTREACH

A. Family Notification

Title 22, Chapter 4, Section 4.26 require that schools notify parents/caregivers of their child's enrollment in an EL Education Program. This notice must take place no later than 30 days after the beginning of the school year or 14 days after the enrollment in the middle of the school year. The notice must be in English and in the home language of the student and convey, in simple and non-technical language, all of the information required by state and federal statutes. The following is a list of the information that must be included:

- Identification and assessment process
- Child's placement
- Child's current English proficiency and academic achievement level

- Program options and methods of instruction
- Information regarding any change in the child’s EL education program status
- Parental rights and options

To assist schools in meeting these requirements, the Office of Multilingual Curriculum and Programs provides a Parent Notification Packet that includes the required notification letters and their translation in the eight major languages (Albanian, Arabic, Chinese, French, Khmer, Russian, Spanish, and Vietnamese). These translations can also be downloaded from the Office of Multilingual Curriculum and Program’s website:

<https://webapps1.philasd.org/tdm/search/any/xzwyCover#results>

B. Translation and Interpretation Services

Students in the School District of Philadelphia speak more than a hundred different languages, making it the most diverse urban school district in the Commonwealth of Pennsylvania. More than 12,000 of our students are English Language Learners who face the challenge of learning a new language and adapting to a new culture. To serve the needs of the students and families whose primary language is other than English, The School District of Philadelphia has developed a system of additional supports, which include:

- Office of Translation and Interpretation <https://www.philasd.org/face/translations/>
- English for Speakers of Other Languages and bilingual instruction
- Tutoring
- The services of bilingual counseling assistants
- Telephonic interpretation service, which is available to all schools and administrative offices (Pacific Interpreters: 1-800-264-1545; Contact the OMCP at OMCP@philasd.org for school specific access codes or contact the Multilingual Manager assigned to your Network)
- Translation of important parent communications
<https://webapps1.philasd.org/tdm/>
- Access to information in languages other than English on the School District's website at <https://www.philasd.org/face/multilingual/multilingual-language-pages/>
- Language hotlines for parents
<https://www.philasd.org/multilingual/contact/language-accessibility/>

In addition to these services, schools should also designate school-based positions as bilingual. Having staff that can speak directly with parents and students will enhance the experiences of all involved.

C. Bilingual Counseling Assistant

The Bilingual Counseling Assistant (BCA) works under the direction of the principal and under the supervision of the counselor and the ESL teacher(s). The BCA is a liaison and facilitator of communication between ELs, their parents, community organizations, and school personnel to meet the needs of ELs.

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Reporting of Student
Progress

ADOPTED: April 27, 1981

REVISED: December 17,
1990

REPORTING OF STUDENT PROGRESS

Purpose

The **School Reform Commission** believes that cooperation **and communication between** school and home is a vital **component** in the growth and education of **each student**. The **SRC acknowledges the school's** responsibility to keep parents/guardians informed of student welfare and **academic** progress.[1]

Authority

The **SRC directs that the District's instructional program shall include a system of measuring all students' academic progress**.[2]

The **SRC** directs the establishment of a **system** of reporting student progress that includes **academic progress** reports, **grade reports**, and parent/**guardian** conferences with teachers.

In order to ensure meaningful participation, parents/guardians whose dominant language is not English shall be offered appropriate interpretation and translation services for grade reports and other appropriate notices related to the reporting of student progress.
[3]

Delegation of Responsibility

The Superintendent **or designee** shall develop **administrative** procedures for reporting student progress to parents/guardians, **including annual publication of marking guidelines which outlines the grading guidelines for reporting student progress in grades K-12**. The **marking guidelines will be available to all parents/guardians on the District website**.

All appropriate staff members, as part of their **professional** responsibility, **shall** comply with the systems established for measuring and reporting student progress.

Mandatory Regulatory Guidelines

Various methods of reporting, appropriate to grade level and curriculum content, **shall be** utilized.

Both student and parent/**guardian shall** receive warning of a pending **grade** of failure, or **one** that would adversely affect the student's **academic** status.

Scheduling of parent-teacher conferences **shall occur** at times and places that ensure the greatest degree of participation by parents/guardians.

Grade reports **shall be** issued at intervals of not less than nine (9) weeks.

Review and evaluation of methods of reporting student progress to parents/guardians shall be conducted on a periodic basis.

Legal References:

1. Pol. 216 - Student Records
2. Pol. 127 - Assessment System
3. Pol. 138 - English as a Second Language/Bilingual Education Program

Related Information:

24 P.S. 510

24 P.S. 696

24 P.S. 1531

22 PA Code 4.11

Philadelphia Home Rule Charter - 12-300

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 218.1

SECTION: 200 Pupils

TITLE: Weapons

ADOPTED: August 24,
2011

REVISED:

WEAPONS

Purpose

The School Reform Commission recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

Definitions

Weapon - any object, device, or instrument that is designed as a weapon or that is capable of threatening or inflicting serious bodily harm or which may be used to inflict self-injury including, but not limited to: any firearm, shotgun, or rifle, whether loaded or unloaded; any knife, cutting instrument, or cutting tool; any nunchaku; any chemical agents such as pepper spray or mace; stun gun; incendiary device; and any other tool, instrument or object used or intended to be used to inflict serious bodily **injury** to another. The term shall also include any simulated, replica, toy, or look-alike weapon.[\[1\]](#)[\[2\]](#)[\[3\]](#)

Possession - a student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker; or under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school.

Authority

The SRC prohibits students from possessing and bringing weapons and replicas of weapons into any school district buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to **or from any** school or a school-sponsored activity.[\[2\]](#)

The SRC shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law and SRC policy. The Superintendent may recommend modifications of such expulsion requirement on a case-by-case basis.[\[2\]](#)[\[4\]](#)

In the case of a student with a disability, **including a student for whom an evaluation is pending**, the district shall take all steps required to comply with **state and federal laws and**

regulations, the procedures set forth in the memorandum of understanding with local law enforcement and SRC policies.[\[2\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

The SRC authorizes the **administration to conduct searches of students or their belongings** to aid in the detection of weapons. **Searches shall be conducted in accordance with SRC policy.**[\[12\]](#)

Delegation of Responsibility

The **Superintendent, Office of School Safety**, or designee shall react promptly to information and knowledge concerning **possession of a weapon** on school property. Such action shall be in compliance with state law and regulations and with the procedures set forth in the memorandum of understanding with local law enforcement officials **and the District's emergency preparedness plan.**[\[10\]](#)[\[13\]](#)[\[14\]](#)

The Superintendent, Office of School Safety, or designee shall immediately report incidents involving weapons on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and SRC policies.[\[2\]](#)[\[10\]](#)[\[13\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving weapons as a victim or suspect immediately, as soon as possible. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document the attempts made to reach the parent/guardian.[\[10\]](#)[\[16\]](#)[\[17\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents involving possession of a weapon to the Office for Safe Schools using the required form.[\[10\]](#)[\[15\]](#)

Mandatory Regulatory Guidelines

The district shall annually inform staff, students and parents/guardians about the SRC policy prohibiting weapons and about their personal responsibility for the health, safety and welfare of the school community.

This policy shall not apply to a weapon, or item that otherwise would be considered a weapon, being used as part of a supervised school program approved by the district by an individual who is participating in the program.[\[2\]](#)

Additional exceptions to this policy may be made by the Superintendent, who shall prescribe special conditions or administrative procedures to be followed. In no case shall an exception to this policy violate local ordinances regarding possession of weapons.

Transfer Students

When the District receives a student who transfers from a public or private school during an expulsion period for an offense involving a weapon, the District may assign that student to an alternative assignment or may provide alternative education, provided that the assignment does not exceed the expulsion period.

Legal References:

1. 24 P.S. 1301-A

2. 24 P.S. 1317.2

3. Philadelphia Code of Ordinances - Title 10, Section 10-833

4. Pol. 233 - Suspension and Expulsion

5. 22 PA Code 10.23

6. 20 U.S.C. 1400 et seq

7. Pol. 103.1 - Nondiscrimination - Qualified Students With Disabilities/Protected Handicapped Students

8. Pol. 113.1 - Discipline of Students With Disabilities

9. Pol. 113.2 - Behavior Support

10. Pol. 805.1 - Relations With Law Enforcement Agencies

11. Memorandum of Understanding between the Philadelphia Police Department and the School District of Philadelphia, 2016

12. Pol. 226 - Searches

13. 24 P.S. 1302.1-A

14. Pol. 805 - Emergency Preparedness

15. 24 P.S. 1303-A

16. 22 PA Code 10.2

17. 22 PA Code 10.21

18. 22 PA Code 10.25

Related Information:

22 PA Code 403.1

18 Pa. C.S.A. 912

18 U.S.C. 921

18 U.S.C. 922

20 U.S.C. 7114

20 U.S.C. 7151

34 CFR Part 300

Pol. 218 - Student Conduct and Discipline

Philadelphia Code of Ordinances - Title 10, Sections 10-810, 10-816, 10-825, 10-826

**THE SCHOOL
DISTRICT OF
PHILADELPHIA**

SECTION: 200 Pupils

TITLE: Surveys

ADOPTED:

REVISED:

235.1 (NEW) STUDENT SURVEYS

Purpose

This policy sets forth guidelines regarding the conduct of surveys and collection and use of information for the District's educational objectives ~~marketing purposes~~, consistent with law and regulations.

Surveys conducted by outside agencies, organizations and individuals shall be approved by the SRC, based on the Superintendent or designee recommendation, prior to administration to students.

Definitions

Personal information - individually identifiable information, including a student's or parent's/guardian's first and last name; home or physical address, including street name and the name of the city or town; telephone number; student identification number; or Social Security Number.[\[1\]](#)

For purposes of this policy, protected information, as addressed by the Protection of Pupil Rights Amendment (PPRA), includes:[\[1\]](#)

- 1. Political affiliations or beliefs of the student or student's parent/guardian.**
- 2. Mental or psychological ~~problems~~ conditions of the student or student's family.**
- 3. Sexual behavior or attitudes.**
- 4. Illegal, anti-social, self-incriminating or demeaning behavior.**
- 5. Critical appraisals of other individuals with whom respondents have close family relationships.**
- 6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.**
- 7. Religious practices, affiliations, or beliefs of the student or student's parent/guardian.**

8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

Authority

Surveys conducted by outside agencies, organizations and individuals shall be reviewed and approved or denied by the School District of Philadelphia's Office of Evaluation, Research and Accountability Research Review Committee. ~~approved by the School Reform Commission, based on the Superintendent's or designee's recommendation, prior to administration to students.~~

All surveys and instruments used to collect information from students shall relate to the District's educational objectives.[\[2\]](#)

U.S. Department of Education Funded Surveys

No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, to submit to a survey, analysis or evaluation that reveals protected information without written parental consent for students under eighteen (18) years of age or written consent of emancipated students or those over eighteen (18) years of age.[\[1\]](#)

All instructional materials, including teachers' manuals, films, tapes or other supplementary material, that will be used in connection with any survey, analysis or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be made available upon request for inspection by the parent(s)/guardian(s) of the student.[\[1\]](#)[\[3\]](#)

Surveys Funded by Other Sources

Parents/Guardians shall be informed of the nature and scope of individual surveys and their relationship to the educational program of their child and the parent's/guardian's right to inspect, upon request, a survey created by a third party prior to administration or distribution to a student. Such requests shall be in writing and submitted to the Research Review Committee. ~~building principal.~~[\[2\]](#)[\[1\]](#)

Parents/Guardians shall be informed of their right to have their child excluded from any ~~research studies or surveys conducted by a third party entities other than a school entity without prior written consent.~~[\[4\]](#)[\[2\]](#)[\[1\]](#)

Collection of Information for Marketing, Sales or Other Distribution Purposes

The district shall notify parents/guardians of any activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or selling, or otherwise providing the information to others for that purpose.[\[1\]](#)

The parent/guardian has the right to inspect the instrument used in collection of personal information for the purpose of marketing or selling that information and opt out of participating in any activity that results in the collection, disclosure or use of personal information for purposes of marketing or selling that information.[1]

This provision does not apply to the collection, disclosure or use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following: recruiters, book clubs, curriculum and instructional materials used by schools, sale by students of products or services to raise funds for school-related or education-related activities, or student recognition programs.[1]

Privacy

The District shall implement procedures to protect student identity and privacy when a survey containing one or more of the items listed under protected information is administered or distributed to a student and in the event of the collection, disclosure or use of personal information for marketing, sales or other distribution purposes.[1]

Guidelines

Student and Parent/Guardian Rights

Under federal law, the rights provided to parents/guardians under this policy transfer to the student when the student turns eighteen (18) years old or is an emancipated minor. These rights do not transfer under state law; therefore, parents/guardians retain their rights to receive notice and to inspect.[4][2][1]

Delegation of Responsibility

The Superintendent or designee shall notify parents/guardians and students of:[1]

- 1. This policy and its availability.**
- 2. The specific or approximate dates during the school year when activities described above are scheduled, or expected to be scheduled.**
- 3. How to opt ~~their child~~ out of participation in activities as provided in this policy.**
- 4. How to request access to any survey or other material described in this policy.**

This notification shall be given at least annually, at the beginning of each school year, and within a reasonable time after any substantive changes regarding the contents of this policy.

The Superintendent or designee shall establish administrative procedures for protecting student identity and privacy in the administration of protected information surveys and

the collection, disclosure or use of personal information for marketing, sales or other distribution purposes.

Legal References:

1. 20 U.S.C. 1232h

2. 22 PA Code 12.41

3. Pol. 105.1

4. 22 PA Code 4.4

**ADMINISTRATIVE PROCEDURES FOR EXTERNAL PARTIES
TO CONDUCT SURVEYS IN DISTRICT SCHOOLS
(Attachment for Policy No. 235.1)**

The School District of Philadelphia’s Office of Research and Evaluation, through its Research Review Committee, reviews, approves, and documents all requests by external parties to conduct surveys in the District.

Review of External Surveys by SDP’s Research Review Committee

Surveys are one type of research activity that is reviewed and approved by the Research Review Committee (RRC). Proposals are required of all external organizations and individuals who wish to administer surveys in the District. Proposals must include the survey instruments and written consent and assent forms when applicable. Information about the required documents for proposal submission materials are available at <https://www.philasd.org/research/programsservices/external-research-review/>.

The RRC meets monthly to evaluate proposals. Decisions are made based on the following factors: alignment with District priorities, burden on participants, rigor of research design, impact on instructional time, overlap with existing research or initiatives, and compliance with federal regulations (e.g., FERPA).

Active Parental Consent

When a proposed study from an external researcher involves the collection of protected data from students through surveys, the RRC requires that researchers obtain written active consent. Parental consent forms (or student consent forms, in cases where students are emancipated or 18 years or older) must describe the nature of the information being collected and how the survey relates to educational programming. In addition, consent forms must provide contact information for those who wish to see a copy of the survey or any supplementary materials that will be used in connection with the survey, and clear instructions on how to opt out. Surveys may not be used to collect identifying information such as student names unless expressly stated in the consent form.

Parent Notification

Each year, parents, emancipated students, and students 18 years or older will receive notification that they or their child may be invited to participate in surveys during the course of the school year. This notification will be included in a letter from the Office of Student Supports. If consent is required for participation, parents, emancipated students and students 18 years or older will receive written information about the research study and the details of their or their child's participation.

Opting Out of Survey Participation

Parents/guardians may opt their children out from participating in a survey as described in this policy. Emancipated students, or those 18 years or older, may also opt out from surveys conducted by external parties. The procedure for opting out is as follows:

1. Parent/guardian, emancipated student, or student 18 years or older receives written notification and request for active consent for student participation prior to the administration of a survey.
2. Parent/guardian, emancipated student, or student 18 years or older indicates that they do not want to, or they do not want their child to participate in the survey by selecting the appropriate option on the consent form and returning to school.

All students have the right to opt out of participating in a survey, even if a parent/guardian has provided consent. In addition, students who agree to begin a survey have the right to skip any of the questions and may stop completing the survey at any time.

Requesting Survey Material

The RRC keeps a record of all proposals and supporting materials, including survey instruments and consent forms. Parents may request a copy of surveys by contacting researchreview@philasd.org at any time.

THE SCHOOL DISTRICT
OF PHILADELPHIA

SECTION: 300 Employees

TITLE: Family And Medical
Leaves (NEW)

ADOPTED:

REVISED:

335 (NEW) FAMILY AND MEDICAL LEAVES

Authority

The School Reform Commission shall provide eligible administrative, professional and support employees with unpaid leaves of absence in accordance with the Family And Medical Leave Act, hereinafter referred to as FMLA.[\[1\]\[2\]](#)

Employee requests for FMLA leave shall be processed in accordance with law, SRC policy and administrative procedures.

Delegation of Responsibility

The Superintendent or designee shall administer procedures for implementing FMLA leave for eligible employees.

The District shall post, in conspicuous places customarily used for notices to employees and applicants, a notice regarding the provisions of the FMLA and the procedure for filing a complaint.[\[3\]](#)

Employee requests for leave, both FMLA and non-FMLA, shall be submitted in writing on a district form to the Director of Employee Health Services.

Mandated Regulatory Guidelines

Employee eligibility for and entitlement to FMLA leave shall be based on the criteria established by law.[\[4\]\[5\]](#)

The District shall utilize a rolling twelve-month period measured backwards from the date leave is used to determine if an employee has exhausted his/her FMLA leave in any twelve-month period.[\[6\]](#)

When an employee requests a FMLA leave, and qualifies for and is entitled to any accrued paid sick, vacation, personal or family leave, the employee shall be required to utilize such paid leave during the FMLA leave.[\[5\]](#)

Legal References:

1. 29 U.S.C. 2601 et seq
2. 29 CFR Part 825
3. 29 U.S.C. 2619
4. 29 U.S.C. 2611
5. 29 U.S.C. 2612
6. 29 CFR 825.200

FMLA Application Process

- Submit a completed FMLA cover page for a determination of your eligibility.
- We will mail a *FMLA Eligibility* letter to your home address. The eligibility letter will indicate whether you did or did not meet the FMLA federal eligibility requirements.

*If you did, you will also receive the FMLA medical certification for your physician's completion.

*If you did not, your letter will indicate denial of FMLA protection and the reason.

- Take your FMLA medical certification to your/your family member's doctor after you have completed the "Employee" section.

*Make sure to tell the doctor that a diagnosis must be stated on the medical certification.

- Email, fax, mail or drop off your completed FMLA application to EHS.

The School District medical professional will review the FMLA medical certification and approve the request.

*If your medical certification is incomplete, you will be informed and given additional time to submit a revised medical certification.

After approval, we will mail a *FMLA Designation letter* to your home address. The designation letter confirms approval of FMLA protection for the applicable leave you requested. We will also send a copy of this letter to your school/office Administrator via interoffice mail.

****This document is for informational purposes only. Do not return it with your FMLA cover page or medical certification.****

Family & Medical Leave Act of 1993 (FMLA)

If you or a family member has a serious health condition that requires you to take time off work, the FMLA can provide you with 12 weeks of job-protected leave in a 12-month period (if eligible). The FMLA protects your absences whether you are taking time off intermittently or consecutively and runs concurrently with your paid or unpaid leave.

The three federal eligibility requirements you must satisfy for FMLA protection are:

- You must have completed 12 months of employment with the School District of Philadelphia as of the FMLA beginning date.*
- You must have worked for the School District of Philadelphia for a total of 1,250 hours during the year before the FMLA beginning date.*
- The School District of Philadelphia must be a FMLA-covered employer with 50+ employees within 75 miles of your worksite?**
*(*All SDP employees meet this particular requirement.)*

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 342

SECTION: 300 Employees

TITLE: Jury Duty

ADOPTED: April 27, 1981

REVISED: June 27, 1994

342 JURY DUTY

Authority

Regularly **employed administrative, professional and support** employees shall be protected against loss of pay **and/or employment for time served on** jury duty.[\[1\]](#)

Delegation of Responsibility

The Office of Talent shall be responsible for the implementation of this policy.

Mandated Regulatory Procedures

Employees called for jury duty shall be permitted to serve and will not be penalized in any way.

When an employee is notified of jury duty, s/he shall inform his/her supervisor and provide a copy of the summons prior to the date of service. After an employee has served jury duty, employee must submit a “Request for Absence” form to the supervisor, indicating the number of days served, corresponding dates, proof of service, and the reason for absence (other-jury duty).

If the jury is not in session for a day or more or the employee was not required to report to jury duty, the employee must report to his/her work location.

Legal References:

1. 42 Pa. C.S.A. 4563

THE SCHOOL DISTRICT OF PHILADELPHIA

(NEW) No. 624

SECTION: 600 Finance

**TITLE: Capital Asset
Policy**

ADOPTED:

REVISED:

624 (NEW) CAPITAL ASSET POLICY

Purpose

The Philadelphia School District Capital Asset Policy follows the principles set forth in the Manual of Accounting and Financial Reporting for Pennsylvania Public Schools and the Governmental Accounting Standards Board Statement No. 34 as it pertains to Capital Asset Reporting and Governmental Accounting Standards Board Statement No. 51 as it pertains to Reporting Intangible Assets.

The policy applies to Philadelphia School District's valuation and recording of capital assets. Capital assets include land, improvements to land, easements, buildings and building additions, building improvements, furniture, fixtures and equipment, vehicles, works of art and historical treasures, construction-in-progress, infrastructure, and intangible assets.

Authority

All financial and accounting reporting by the District to the Department of Education shall be in accordance with generally accepted accounting and reporting standards (PA School Code Article II, Section 218).

Definitions

Capital assets - tangible and certain intangible assets that are used in operations and that have initial useful lives extending beyond a single reporting period.

Infrastructure assets - capital assets that are normally stationary in nature and that can normally be preserved for a significantly greater number of years than most capital assets. Infrastructure assets include roads, electrical distribution systems, street lighting, water wells, etc.

Intangible assets - assets that possess all of the following characteristics: (1) lack of physical substance, (2) nonfinancial in nature, and (3) a useful life extending beyond a single reporting period. The provisions of this statement apply to all intangible assets except for the following: (1) assets acquired or created primarily for the purpose of directly obtaining income or profit, (2) assets resulting from capital lease transactions

reported by lessees, (3) goodwill created through the combination of a government and another agency.

Delegation of Responsibility

The School Reform Commission delegates to the Superintendent or their designee the responsibility to coordinate the compilation and preparation of all information necessary to meet generally accepted governmental accounting and reporting standards for capital assets. To meet these standards, the Chief Financial Officer shall implement procedures to establish and maintain a capital asset inventory, including depreciation schedules as outlined by this policy.

Mandatory Regulatory Procedures

Capital Asset Addition Overview

GASB Statement No. 34

- A. Purchased personal property capital assets (to include furniture, fixtures, equipment, vehicles, and works of art and historical treasures) equal to or greater than \$500 should be recorded at original cost. Any purchase less than \$500 that has use expectancies that extend beyond one year and need to be controlled for insurance purposes, shall be classified as non-capital equipment expenditures. Any purchases consumed within the fiscal year are treated as supplies. Purchased real property capital assets (to include land, improvements to land, easements, buildings and building additions and improvements) equal to or greater than \$5,000 should be recorded at original cost. The cost of a capital asset should include capitalized interest and ancillary charges necessary to place the asset into its intended location and condition for use. Ancillary charges include costs that are directly attributable to asset acquisition – such as freight and transportation charges, site preparation costs, and professional fees.
- B. Capital assets valued at less than the thresholds established herein do not require capitalization and depreciation and shall be inventoried by the department responsible for custody of the assets. The inventory records should include the critical information necessary to identify the item, location or staff member responsible for custody of the asset, date of acquisition, date of disposal and any other information pertinent to the asset.
- C. Capital assets above the thresholds established herein shall be depreciated over their useful lives as determined for each asset class. Land and land improvements are considered inexhaustible and, therefore, are not subject to depreciation.
- D. If determining original costs is not practical due to inadequate records, reporting should be based on estimates of original cost at the date of construction or purchase.
- E. Depending upon the information available and the category of the asset, fixed asset records shall include all or part of the following:

Asset Tag Number	Estimated Useful Life
Description	Depreciation Method
Asset Class	Salvage Value
Serial Number	Accumulated Depreciation
Cost	Depreciation Expense
Location or Functional Area	Replacement Cost
Acquisition Date	

Donations

Donated capital assets above the thresholds established herein must be reported at fair market value plus ancillary charges, if any, at the time of donation. Donated assets are depreciated over their useful lives as determined for each asset class. If determining original costs is not practical due to inadequate records, reporting shall be based on estimates of fair market value at the date of donation.

- A. Works of art, historical treasures and similar assets shall be capitalized at their fair value at date of donation (estimated if necessary) whether they are held as individual items or in a collection. Due to the lack of historical records to establish carrying values and immateriality of the estimated replacement value, artwork is inventoried but not reported in the financial statements.**
- B. Capitalized collections or individual items that are exhaustible shall be depreciated over their useful lives. Depreciation is not required for collections or individual items that are inexhaustible.**

Infrastructure Assets

- A. Infrastructure assets above the thresholds established herein shall be depreciated over the useful lives.**
- B. Routine repairs and maintenance costs to infrastructure assets are charged to operations as incurred. Expenditures that extend the useful life of the infrastructure assets are capitalized as part of the asset and depreciated over the newly established useful life.**

Useful Lives

Useful lives of fixed assets relate to the life expectancy as used by the specific governmental unit. The District will estimate the useful life of a capital asset based on accepted valuation standards.

Depreciation

- A. Depreciation is required for the District's capital assets above the thresholds established herein. Depreciation is allocated to expense in a systematic and rational manner. Depreciation is calculated using the Straight Line/Half Year method and reported by area of activity (function). The District calculates depreciation on all capital assets reported in the District financial statements other than land, permanent improvements to land, and construction in progress.**
- B. Depreciation shall be calculated for a class of assets, a network of assets or individual assets.**

Disposals

- A. Sale of fixed assets: When fixed assets despite value are sold, calculation of gain or loss on disposal is required. The calculation is based upon the amount of proceeds received less the net book value (cost less accumulated depreciation taken on the asset).**
- B. Trade-ins: The value given for a trade is part of the cost of the newly acquired asset. The costs and accumulated depreciation of the traded-in asset must be removed from the books. Any gain or loss resulting from the disposition of the asset will be recognized as a gain or loss on disposal.**

Assets Acquired By Capital Lease

- A. Assets acquired by capital lease above the thresholds established herein are recorded at the net present value of the future minimum lease payments. A corresponding liability is established at this time. Assets acquired under the terms of capital leases are depreciated over the useful lives designated for the asset class.**

Legal References:

School Code – 24 P.S. Sec. 218

Governmental Accounting Standards Board Statement No. 34 and 51

Related Information:

School District of Philadelphia Capital Asset Procedures Manual

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 800 Operations

TITLE: Child Abuse

ADOPTED:

REVISED: May 19, 2016

CHILD ABUSE

Authority

The School Reform Commission requires district employees, independent contractors and ~~volunteers~~ to comply with identification and reporting requirements for suspected child abuse, as well as the training requirement for recognition and reporting of child abuse in order to comply with the Child Protective Services Law and the School Code.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

Definitions

The following words and phrases, when used in this policy, shall have the meaning given to them in this section:

Adult - an individual eighteen (18) years of age or older.[\[5\]](#)

Bodily injury - impairment of physical condition or substantial pain.[\[5\]](#)

Certifications - refers to the child abuse history clearance statement and state and federal criminal history background checks required by the Child Protective Services Law and/or the School Code.[\[6\]](#)[\[7\]](#)

Child - an individual under eighteen (18) years of age.[\[5\]](#)

Child abuse - intentionally, knowingly or recklessly doing any of the following:[\[5\]](#)

1. Causing bodily injury to a child through any recent act or failure to act.
2. Fabricating, feigning or intentionally exaggerating or inducing a medical symptom or disease which results in a potentially harmful medical evaluation or treatment to the child through any recent act.
3. Causing or substantially contributing to serious mental injury to a child through any act or failure to act or a series of such acts or failures to act.
4. Causing sexual abuse or exploitation of a child through any act or failure to act.

5. Creating a reasonable likelihood of bodily injury to a child through any recent act or failure to act.
6. Creating a likelihood of sexual abuse or exploitation of a child through any recent act or failure to act.
7. Causing serious physical neglect of a child.
8. Engaging in any of the following recent acts:
 - a. Kicking, biting, throwing, burning, stabbing or cutting a child in a manner that endangers the child.
 - b. Unreasonably restraining or confining a child, based on consideration of the method, location or the duration of the restraint or confinement.
 - c. Forcefully shaking a child under one (1) year of age.
 - d. Forcefully slapping or otherwise striking a child under one (1) year of age.
 - e. Interfering with the breathing of a child.
 - f. Causing a child to be present during the operation of methamphetamine laboratory, provided that the violation is being investigated by law enforcement.[\[8\]](#)
 - g. Leaving a child unsupervised with an individual, other than the child's parent, who the actor knows or reasonably should have known was required to register as a Tier II or Tier III sexual offender or has been determined to be a sexually violent predator or sexually violent delinquent.[\[9\]](#)[\[10\]](#)
9. Causing the death of the child through any **recent** act or failure to act [\[5\]](#).

The term **child abuse** does not include physical contact with a child that is involved in normal participation in physical education, athletic, extracurricular or recreational activities. Also excluded from the meaning of the term **child abuse** is the use of reasonable force by a person responsible for the welfare of a child for purposes of supervision, control or safety, provided that the use of force:

1. Constitutes incidental, minor or reasonable physical contact in order to maintain order and control;
2. Is necessary to quell a disturbance or remove a child from the scene of a disturbance that threatens property damage or injury to persons;
3. Is necessary for self-defense or defense of another;
4. Is necessary to prevent the child from self-inflicted physical harm; or

5. Is necessary to gain possession of weapons, controlled substances or other dangerous objects that are on the person of the child or in the child's control.

Direct contact with children - the possibility of care, supervision, guidance or control of children or routine interaction with children.[\[1\]](#)

Independent contractor - an individual other than a school employee who provides a program, activity or service who is otherwise responsible for the care, supervision, guidance or control of children pursuant to a contract. The term does not apply to administrative or other support personnel unless the administrative or other support personnel have direct contact with children.[\[5\]](#)[\[11\]](#)

Perpetrator - a person who has committed child abuse and is a parent/guardian of the child; a spouse or former spouse of the child's parent/guardian; a paramour or former paramour of the child's parent/guardian; an individual fourteen (14) years of age or older who is responsible for the child's welfare or who has direct contact with children as an employee of child-care services, a school or through a program activity or service; an individual fourteen (14) years of age or older who resides in the same home as the child; or an adult who does not reside in the same home as the child but is related within the third degree of consanguinity or affinity by birth or adoption to the child. Only the following may be considered a perpetrator solely based upon a failure to act: a parent/guardian of the child; a spouse or former spouse of the child's parent/guardian; a paramour or former paramour of the child's parent/guardian; an adult responsible for the child's welfare; or an adult who resides in the same home as the child.[\[5\]](#)

Person responsible for the child's welfare - a person who provides permanent or temporary care, supervision, mental health diagnosis or treatment, training or control of a child in lieu of parental care, supervision and control.[\[5\]](#)

Program, activity or service - any of the following in which children participate and which is sponsored by a school or a public or private organization:[\[5\]](#)

1. A youth camp or program.
2. A recreational camp or program.
3. A sports or athletic program.
4. A community or social outreach program.
5. An enrichment or educational program.
6. A troop, club or similar organization.

Recent act or failure to act - any act or failure to act committed within two (2) years of the date of the report to the Department of Human Services of the Commonwealth or county agency.[\[5\]](#)

Routine interaction - regular and repeated contact that is integral to a person's employment or volunteer responsibilities.[\[5\]](#)

School employee - an individual who is employed by a school or who provides a program, activity or service sponsored by a school. The term does not apply to administrative or other support personnel unless the administrative or other support personnel have direct contact with children.[\[5\]](#)

Serious mental injury - a psychological condition, as diagnosed by a physician or licensed psychologist, including the refusal of appropriate treatment, that:[\[5\]](#)

1. Renders a child chronically and severely anxious, agitated, depressed, socially withdrawn, psychotic or in reasonable fear that the child's life or safety is threatened.
2. Seriously interferes with a child's ability to accomplish age-appropriate developmental and social tasks.

Serious physical neglect - any of the following when committed by a perpetrator that endangers a child's life or health, threatens a child's well-being, causes bodily injury or impairs a child's health, development or functioning:[\[5\]](#)

1. A repeated, prolonged or egregious failure to supervise a child in a manner that is appropriate considering the child's developmental age and abilities.
2. The failure to provide a child with adequate essentials of life, including food, shelter or medical care.

Sexual abuse or exploitation - any of the following:[\[5\]](#)

1. The employment, use, persuasion, inducement, enticement or coercion of a child to engage in or assist another individual to engage in sexually explicit conduct, which includes, but is not limited to, the following:
 - a. Looking at the sexual or other intimate parts of a child or another individual for the purpose of arousing or gratifying sexual desire in any individual.
 - b. Participating in sexually explicit conversation either in person, by telephone, by computer or by a computer-aided device for the purpose of sexual stimulation or gratification of any individual.
 - c. Actual or simulated sexual activity or nudity for the purpose of sexual stimulation or gratification of any individual.
 - d. Actual or simulated sexual activity for the purpose of producing visual depiction, including photographing, videotaping, computer depicting or filming.

The conduct described above does not include consensual activities between a child who is fourteen (14) years of age or older and another person who is fourteen (14) years of age or older and whose age is within four (4) years of the child's age.

2. Any of the following offenses committed against a child: rape; statutory sexual assault; involuntary deviate sexual intercourse; sexual assault; institutional sexual assault; aggravated indecent assault; indecent assault; indecent exposure; incest; prostitution; sexual abuse; unlawful contact with a minor; or sexual exploitation.

Student - an individual enrolled in a district school under eighteen (18) years of age.^[5]

~~**Volunteer** - an unpaid adult individual, who, on the basis of the individual's role as an integral part of a regularly scheduled program, activity or service is a person responsible for the child's welfare or has direct contact with children.^[11]~~

Delegation of Responsibility

In accordance with SRC policy, the Superintendent or designee shall:

1. Require each candidate for employment to submit an official child abuse clearance statement and state and federal criminal history background checks (certifications) as required by law.^{[6][7][12][13][14][15]}
2. Require each applicant for transfer or reassignment to submit the required certifications unless the applicant is applying for a transfer from one position as a district employee to another position as a district employee of this district and the applicant's certifications are current.^{[16][17][18]}

School employees and independent contractors shall obtain and submit new certifications every sixty (60) months.^[17]

Certification requirements for volunteers are addressed separately in SRC Policy 916.^[19]

The Superintendent or designee shall annually inform all students regardless of age, parents/guardians, independent contractors, volunteers and staff regarding the contents of this SRC policy.

The Superintendent or designee shall annually notify district staff, independent contractors, ~~and volunteers~~ of their responsibility for reporting child abuse in accordance with SRC policy and administrative procedures.

The school district, and independent contractors of the school district, shall provide their employees who have direct contact with children with mandatory training on child abuse recognition and reporting in accordance with SRC policy, administrative procedures and federal, state and local law.

Regulatory Procedure

Training -

The school district, and independent contractors of the school district, shall provide their employees who have direct contact with children with mandatory training on child abuse recognition and reporting. The training shall include, but not be limited to, the following topics:[\[1\]](#)[\[3\]](#)[\[4\]](#)[\[20\]](#)

1. Recognition of the signs of abuse and sexual misconduct and reporting requirements for suspected abuse and sexual misconduct.
2. Provisions of the Educator Discipline Act, including mandatory reporting requirements.[\[20\]](#)[\[21\]](#)
3. District policy related to reporting of suspected abuse and sexual misconduct.
4. Maintenance of professional and appropriate relationships with students.[\[22\]](#)

Employees are required to complete a minimum of three (3) hours of training every five (5) years.[\[1\]](#)

Duty to Report -

School employees, independent contractors ~~and volunteers~~ shall make a report of suspected child abuse if they have reasonable cause to suspect that a child is the victim of child abuse under any of the following circumstances:[\[11\]](#)

1. The school employee, independent contractor or volunteer comes into contact with the child in the course of employment, occupation and the practice of a profession or through a regularly scheduled program, activity or service.
2. The school employee, independent contractor or volunteer is directly responsible for the care, supervision, guidance or training of the child.
3. A person makes a specific disclosure to a school employee, independent contractor or volunteer that an identifiable child is the victim of child abuse.
4. An individual fourteen (14) years of age or older makes a specific disclosure to a school employee, independent contractor or volunteer that s/he has committed child abuse.

A child is not required to come before the school employee, independent contractor or volunteer in order for that individual to make a report of suspected child abuse.[\[11\]](#)

A report of suspected child abuse does not require the identification of the person responsible for the child abuse.[\[11\]](#)

Any person who, in good faith, makes a report of suspected child abuse, regardless of whether the report is required, cooperates with an investigation, testifies in a proceeding, or engages in other action authorized by law shall have immunity from civil and criminal liability related to those actions.[\[23\]](#)

Any person required to report child abuse who willfully fails to do so may be subject to disciplinary action and criminal prosecution.[\[24\]](#)

Any person who intentionally or knowingly makes a false report of child abuse or intentionally or knowingly induces a child to make a false claim of child abuse may be subject to disciplinary action and criminal prosecution.[\[25\]](#)

Any person who engages in intimidation, retaliation, or obstruction in the making of a child abuse report or the conducting of an investigation into suspected child abuse may be subject to disciplinary action and criminal prosecution.[\[26\]](#)

The district shall not discriminate or retaliate against any person for making, in good faith, a report of suspected child abuse.[\[27\]](#)

Reporting Procedures -

School employees, independent contractors ~~or volunteers~~ who suspect child abuse shall immediately make a written report of suspected child abuse using electronic technologies (www.compass.state.pa.us/cwis) or an oral report via the statewide toll-free telephone number (1-800-932-0313). A person making an initial oral report of suspected child abuse must also submit a written electronic report within forty-eight (48) hours after the oral report. Upon receipt of an electronic report, the electronic reporting system will automatically respond with a confirmation, providing the district with a written record of the report.[\[11\]\[28\]\[29\]](#)

A school employee, independent contractor ~~or volunteer~~ who makes a report of suspected child abuse shall immediately, after making the initial report, notify the school principal and if the initial report was made electronically, also provide the principal with a copy of the report confirmation. The school principal shall then immediately notify the Superintendent or designee that a child abuse report has been made and if the initial report was made electronically, also provide a copy of the report confirmation.[\[11\]\[28\]\[29\]](#)

When a report of suspected child abuse is made by a school employee, independent contractor ~~or volunteer~~ as required by law, the school district is not required to make more than one (1) report. An individual otherwise required to make a report who is aware that an initial report has already been made by a school employee, independent contractor or volunteer is not required to make an additional report. The person making an initial oral report is responsible for making the follow-up written electronic report within forty-eight (48) hours, and shall provide the school principal with a copy of the report confirmation promptly after the written electronic report has been filed. The principal shall in turn provide a copy of the report confirmation to the Superintendent or designee.[\[11\]\[28\]\[29\]](#) **If the principal is the alleged perpetrator, the employee, after making the mandatory report to the authorities, shall notify the Assistant Superintendent.**

If the Superintendent or designee reasonably suspects that conduct being reported involves an incident required to be reported under the Safe Schools Act, the Superintendent or designee shall inform the Philadelphia Police Department, in accordance with applicable law, regulations and SRC policy.[\[30\]\[31\]\[32\]\[33\]\[34\]\[35\]](#)

Investigation -

The school principal shall facilitate the cooperation with the State Department of Human Services or the local agency investigating a report of suspected child abuse, including permitting authorized personnel to interview the child while in attendance at school, access to records and providing any other necessary information. [\[11\]\[36\]](#)

Upon notification that an investigation involves suspected child abuse by a school employee, the principal shall immediately implement a plan of supervision or alternative arrangement that has been approved by the Superintendent for the school employee under investigation. The plan of supervision or alternative arrangement shall be submitted to the **local agency** for approval. [\[37\]](#)

If the principal is the suspected perpetrator, the Assistant Superintendent shall immediately implement a plan of supervision or alternative arrangement. The plan of supervision or alternative arrangement must be approved by the Superintendent and shall be submitted to the **local agency** for approval.

Legal References:

1. [24 P.S. 1205.6](#)
2. [23 Pa. C.S.A. 6301 et seq](#)
3. Pol. 333 - Professional Development
4. Pol. 818 - Contracted Services
5. [23 Pa. C.S.A. 6303](#)
6. [24 P.S. 111](#)
7. [23 Pa. C.S.A. 6344](#)
8. [18 Pa. C.S.A. 7508.2](#)
9. [42 Pa. C.S.A. 9799.12](#)
10. [42 Pa. C.S.A. 9799.24](#)
11. [23 Pa. C.S.A. 6311](#)
12. Pol. 302 - Employment of Superintendent
13. Pol. 304 - Employment of District Staff
14. Pol. 305 - Employment of Substitutes
15. Pol. 306 - Employment of Summer School Staff
16. [23 Pa. C.S.A. 6344.3](#)
17. [23 Pa. C.S.A. 6344.4](#)
18. Pol. 309 - Assignment and Transfer
19. Pol. 916 - Volunteers
20. Pol. 317.1 - Educator Misconduct
21. [24 P.S. 2070.1a](#)
22. Pol. 824 - Maintaining Professional Adult/Student Boundaries
23. [23 Pa. C.S.A. 6318](#)
24. [23 Pa. C.S.A. 6319](#)
25. [18 Pa. C.S.A. 4906.1](#)
26. [18 Pa. C.S.A. 4958](#)
27. [23 Pa. C.S.A. 6320](#)
28. [23 Pa. C.S.A. 6305](#)

- 29. 23 Pa. C.S.A. 6313
- 30. 24 P.S. 1302.1-A
- 31. 24 P.S. 1303-A
- 32. 22 PA Code 10.2
- 33. 22 PA Code 10.21
- 34. 22 PA Code 10.22
- 35. Pol. 805.1 - Relations With Law Enforcement Agencies
- 36. 23 Pa. C.S.A. 6346
- 37. 23 Pa. C.S.A. 6368

Related Information:

- 24 P.S. 1301-A et seq
- 22 PA Code 10.1 et seq
- 24 P.S. 1527
- 24 P.S. 2070.1a et seq
- 18 Pa. C.S.A. 4304
- Pol. 317 - Conduct/Disciplinary Procedures

THE SCHOOL DISTRICT
OF PHILADELPHIA

SECTION: 800 Operations

TITLE: Bonding

ADOPTED: April 27, 1981

REVISED:

811 BONDING

Purpose

Prudent trusteeship of district resources dictates that employees responsible for the safekeeping of district funds be bonded.

Authority

The **School Reform Commission directs that** the district be indemnified against loss of money by bonding each employee required to be bonded by policy or by **law**. The **SRC** shall bear the cost of bonds **for designated employees.**[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

Enumeration and valuation of such bonds shall be determined annually.

The amount of each bond shall be commensurate with the financial responsibility of the position.

Legal References:

1. 24 P.S. 409
2. 24 P.S. 431
3. 24 P.S. 436
4. 24 P.S. 511
5. 24 P.S. 658
6. Philadelphia Home Rule Charter - 12-403

Related Information:

- 24 P.S. 2127
- Philadelphia Home Rule Charter - 12-300