

SECTION: 200 PUPILS

TITLE: Enrollment of Students

New Policy Proposal – Draft

To Be Considered for Adoption at the
December 15, 2016 SRC Action
Meeting

THE SCHOOL DISTRICT OF PHILADELPHIA

200 ENROLLMENT OF STUDENTS	
1. Authority	The School Reform Commission shall enroll school age students eligible to attend district schools, in accordance with applicable laws and regulations, SRC policy and administrative procedures. <u>[1][2][3][4]</u>
2. Definitions	<p>School age shall be defined as the period from the earliest admission age for the district's kindergarten program until graduation from high school or the end of the school term in which a student reaches the age of twenty-one (21) years, whichever occurs first.<u>[1][5]</u></p> <p>District schools, for purposes of this policy, shall include:</p> <ol style="list-style-type: none">1. Neighborhood schools - schools within the district that have an attendance boundary, where admission priority is given to students living within the particular boundary. Students who live outside of the attendance boundary are either placed into the school through an administrative office placement process or approved to attend the school through the School Selection Process.2. City wide schools - schools within the district that do not have an attendance boundary and require submission of an application to attend. City wide schools are schools that generally offer specialized courses or areas of study that may concentrate on academics or career and technical programs. Admission to city wide schools is based on established criteria.3. Special admission schools - schools within the district that do not have an attendance boundary and require submission of an application to attend. Special admission schools are magnet schools which offer a rigorous, enriched curriculum and may concentrate on a particular discipline or area of study. Admission to special admission schools is based on established criteria.

<p>3. Guidelines</p>	<p>School age resident students and eligible nonresident students shall be entitled to attend district schools.<u>[1][2][3][6]</u></p> <p>Enrollment requirements and administrative procedures shall apply to nonresident students approved to attend district schools, in accordance with SRC policy.<u>[7]</u></p> <p>The district shall not enroll a student until the parent/guardian has submitted proof of the student's age, residence, and immunizations and a completed Parental Registration Statement, as required by law and regulations.<u>[1][2][3][8][9][10][11]</u></p> <p>The district shall administer a home language survey to all students enrolling in district schools for the first time.<u>[3][12]</u></p> <p>The district shall normally enroll a school age, eligible student by the next business day, but no later than five (5) business days after application.<u>[3]</u></p> <p>The district shall immediately enroll identified homeless students, even if the student or parent/guardian is unable to produce the required records and materials normally required for enrollment.<u>[13]</u></p> <p>The district shall not inquire about the immigration status of a student as part of the enrollment process.<u>[3]</u></p>
<p>4. Delegation of Responsibility</p>	<p>The Superintendent or designee shall annually notify students, parents/guardians and staff about the district's admissions policy by publishing such policy in the student handbook, parent newsletters, district web site and other efficient methods.<u>[4]</u></p> <p>The Superintendent or designee shall develop and disseminate administrative procedures for the enrollment of eligible students in district schools.</p>

References:

1. 24 P.S. 1301
2. 24 P.S. 1302
3. 22 PA Code 11.11
4. 22 PA Code 11.41
5. 22 PA Code 11.12
6. 22 PA Code 12.1
7. Pol. 202
8. 24 P.S. 1303a
9. 24 P.S. 1304-A
10. Pol. 203
11. Pol. 216.1
12. Pol. 138
13. Pol. 251
- Pol. 201

SECTION: PROGRAMS

TITLE: Student and Staff Wellness

Amendment to Policy – Draft

To Be Considered for Adoption at the
December 15, 2016 SRC Action
Meeting

THE SCHOOL DISTRICT OF PHILADELPHIA

	<p style="text-align: center;">145. STUDENT AND STAFF WELLNESS</p> <p>1. Purpose The School Reform Commission is committed to providing a school environment that promotes student and staff wellness and supports students in their efforts to become fit, healthy and ready to learn. Through implementation of this policy, students shall become more knowledgeable and skilled in making behavior choices that support optimum health.</p> <p>2. Authority The SRC adopts the Wellness Policy based on the recommendations of the Central Level School Wellness Council and in accordance with federal and state laws.^{[1][2]} The district shall inform and update the public, including parents/guardians, students, and others in the community, about the contents, implementation and assessment of this policy.^[2]</p> <p>3. Guidelines The Wellness Policy will establish the following: <ol style="list-style-type: none"> 1. Coordinated School Wellness Councils – development of a Coordinated School Wellness Council at each school, using the CDC Coordinated School Health Program Model as a template for wellness council development. 2. Nutrition standards for all foods available on school property during the school day – district schools shall establish standards to address all foods and beverages sold or served to students, including those available outside of reimbursable school meal programs. 3. Nutrition education – all students shall receive nutrition education that is interactive and teaches the skills they need to adopt healthy behaviors. Nutrition education will be provided within or in addition to the sequential, comprehensive, standards-based health education program. </p>
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4. Nutrition promotion – the district aims to teach, encourage, and support healthful eating by students. District schools shall promote nutrition by providing appropriate nutrition education in accordance with this policy.[2]
5. Physical education – all students will have access to a sequential, comprehensive, standards-based physical education program taught by a certified health and physical education teacher.
6. Physical activity – opportunities shall be provided for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short and long-term benefits of a physically active and healthful lifestyle.
7. Other school-based activities – a healthy school environment shall be promoted and maintained that provides consistent wellness messages and is conducive to overall health for students, staff and the school environment.

Central Level School Wellness Council

1. The Health, Safety and Physical Education Department will coordinate the Central Level School Wellness Council, which shall be comprised of but not be limited to the following: SRC member, district administrators, students, parent(s)/guardian(s), physical education teacher(s), school health professionals, and representative(s) from health-related organizations and agencies. The Central Level School Wellness Council may also include representatives from private and public agencies, as determined by the council leadership.[2]
2. The Central Level School Wellness Council shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing and periodically reviewing and updating a Wellness Policy that complies with law to recommend to the SRC for adoption.
3. The Central Level School Wellness Council may evaluate current health-related SRC policies and administrative procedures, and raise awareness about student health issues.
4. The Central Level School Wellness Council may identify and communicate health-related issues from local school wellness councils to upper administration and the SRC.

Nutrition Standards

All foods available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity.

Foods provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards.[3][4][5][6]

School Meal Guidelines –

1. Information shall be shared with parents/guardians and students about the nutritional content of meals.
 2. The district shall engage students and parents/guardians in focus groups using taste-tests of new entrees and surveys to identify new, healthful and appealing food choices.
 3. The district shall arrange bus schedules and utilize various methods to serve school breakfasts, including serving breakfast in the classroom, “grab-and-go” breakfast, or scheduled breakfast in the cafeteria.
 4. Parents/Guardians and students shall be notified of the availability of school meal programs and the possibility of providing free or reduced-price meals.[7]
 5. Parents/Guardians shall be encouraged to provide a healthy breakfast for their child(ren) through newsletter articles, take-home materials, or other means.
 6. Students shall be discouraged from sharing their foods or beverages with one another, given concerns about allergies and diet restrictions.[8]
 7. School celebrations that involve food during the school day will occur no more than one (1) time per class per month. Each celebration should include foods or beverages that meet established nutrition standards and applicable administrative procedures.
 8. District schools will not use unhealthy foods or beverages as rewards for academic performance or good behavior.
 9. District schools will not withhold food or beverages as a punishment.
- All reimbursable school meals served through the National School Lunch and School Breakfast Programs, After School Feeding Program, and any other reimbursable school meal programs implemented by the district shall: [7]

1. Be appealing and attractive to students.
2. Be served in clean and pleasant settings.
3. Be in compliance, at a minimum, with nutrition requirements established by local, state, and federal statutes and regulations, including USDA guidelines under the School Meals Initiative.
4. Ensure that all grains offered in meals are whole grain rich.
5. Ensure that foods are free of artificial sweeteners, flavors or colors.
6. Offer a variety of fruits and vegetables daily, including dark green, red/orange and legumes weekly.
7. Decrease the salt and sugar content in meals, and limit the total fat content to thirty percent (30%) of calories and saturated fat content to ten percent (10%) of calories in a weekly average.

Meal Times and Scheduling –

1. The district shall ensure that schools are open in time for student meal times.
2. Students shall be provided with at least ten (10) minutes to eat after sitting down for breakfast and twenty (20) minutes after sitting down for lunch.
3. Meal periods shall be scheduled at appropriate hours, as defined by the district. Schools should make every attempt to schedule lunch between 11 a.m. to 1 p.m.
4. Student tutoring and club or organizational meetings or activities shall not be scheduled during mealtimes, unless students may eat during such activities.
5. In elementary schools, lunch periods shall normally be scheduled to follow lunchtime recess periods.
6. Students shall be provided access to hand washing or hand sanitizing before meals or snacks.
7. The district shall accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

Snacks

The district will not purchase for sale to students, during the school day, any snacks

that do not comply with the Smart Snack standards as outlined by the Healthy, Hunger-Free Kids Act of 2010.

Beverages

Drinking water shall be available and accessible to students, without restriction and at no cost to the student, at all meal periods and throughout the school day.[5][6]

The district observes a stricter beverage policy than the products allowed in the Smart Snack standards of the Healthy, Hunger-Free Kids Act of 2010. Product selection for schools must be made from the guidelines listed below for beverages. Online tools cannot be used to evaluate beverage products:

1. Drinking water with no additives except those minerals normally added to tap water.
2. Unflavored low-fat milk, and unflavored nonfat milk (including nutritionally equivalent milk alternatives as permitted in the school meal programs): elementary schools - may be sold in up to 8-ounce servings; middle and high school - may be sold up to 12 ounces.
3. 100% fruit and/or vegetable juice (100% juice diluted with water, without carbonation with no added sweeteners or additives): elementary schools - maximum serving size is 8 ounces; middle and high schools - maximum serving size is 12 ounces.
4. Caffeine: Only caffeine-free beverages allowed for elementary, middle and high school students. Foods and beverages that contain trace amounts of naturally-occurring caffeine substances, such as chocolate milk, are exempt.
5. No artificial sweeteners, flavors or colors. Allowable sweeteners in beverages include but are not limited to the following: sugar (raw, refined, unrefined, cane, brown, turbinado, white), invert sugar, dextrin, sucrose, honey, corn syrup, high fructose corn syrup, cane juice, molasses, xylitol, sorbitol, mannitol, galactose, lactose, fructose and Splenda. These sugars are not chemically derived.

Additional beverages for high school students (grades 9-12):

1. Calorie-free beverages: maximum serving size is 16 fluid ounces. Calorie-free flavored water without carbonation. No carbonated beverages allowed in high schools.
2. Electrolyte replacement drinks that do not contain more than 20 grams of added sweetener per 8-ounce serving. Sodium should not exceed 110 milligrams per 8-ounce serving. Potassium should not exceed 60 milligrams

per 8-ounce serving. Electrolytes and minerals added might include: sodium, potassium, chlorine and phosphorous. No artificial flavorings or sweeteners. These drinks will be placed in gymnasiums, field houses, and other areas where high intensity athletic activities take place. These drinks may not be placed in cafeterias or food service areas.

Competitive Foods/Beverages

All competitive foods and beverages available to students in district schools shall comply with established federal nutrition standards, the Nutrition Standards for Competitive Foods in Pennsylvania Schools, as applicable, the district's snack and beverage guidelines, and any applicable administrative procedures.[10][9]

Competitive foods and beverages are defined as all foods and beverages sold to students outside the school meal programs, on the school campus, and at any time during the school day. Sold refers to the exchange of money, tokens, or the use of some type of prepaid account to purchase an item and includes items sold a la carte, in vending machines, at school stores, during fundraisers, or at any other venue that sells food/beverages to students during the school day. For purposes of this definition, school campus shall include all areas of the property under the jurisdiction of the school that are accessible to students during the school day, and school day shall include the period from the midnight before to thirty (30) minutes after the end of the official school day.

Exclusive competitive food and/or beverage contracts shall be approved by the SRC, in accordance with provisions of law.[11]

Fundraisers

All foods that meet the established nutrition standards may be sold for fundraising purposes on the school campus during the school day without a limit on frequency. The standards do not apply to items sold during nonschool hours, weekends, or off-campus fundraising events. A maximum of five (5) exempt fundraisers in each elementary and middle school building per year, and a maximum of ten (10) exempt fundraisers will be permitted in each high school building per year. Each fundraiser may not exceed one (1) school week. Exempt fundraisers may not be sold in the food service areas during the meal period.

Recordkeeping - Schools must keep a record of all exempt fundraisers to assure they are not exceeding the yearly limits. Fundraising records must be kept on file for four (4) years and made available, upon request. Schools need to ensure that receipts, nutrition labels or product specifications are maintained by those designated as responsible for competitive food service at the various venues in the school. All parts of the school involved with selling food to students during the school day will have a role in meeting these requirements.

Monitoring and Compliance - The PA Department of Education will be responsible for monitoring compliance with the requirements of the competitive food nutrition standards through periodic reviews of school district records and operations.

Nutrition Education

Nutrition education programs will:

1. Be consistent with law, regulations and established academic standards for Health, Safety and Physical Education, and Family and Consumer Sciences.[12][13]
2. Teach, encourage and support healthy eating by students.
3. Be taught across the curriculum.
4. Include enjoyable, developmentally appropriate, culturally relevant, participatory activities such as contests, promotions, taste testing, farm visits and school gardens.
5. Promote fruit, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices.
6. Emphasize caloric balance between food intake and energy expenditure.
7. Provide links with school meal programs, other school foods, nutrition-related community services and Central Level and local Coordinated School Wellness Councils.
8. Teach media literacy with an emphasis on food marketing.
9. Provide professional development to teachers and nutrition professionals to enhance their skills in nutrition education training.

Nutrition Promotion[2]

District staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.

Consistent nutrition messages shall be disseminated and displayed throughout the district, schools, classrooms, cafeterias, homes, community and media.

Consistent nutrition messages shall be demonstrated by avoiding use of unhealthy food items in classroom lesson plans and school staff avoiding eating less healthy

food items in front of students.

District schools shall encourage parents/guardians to provide healthy meals for their children through newsletter articles, take-home materials or other means.

Physical Education

The physical education program will:

1. Be consistent with law, regulations and established academic standards for Health, Safety and Physical Education.[13][14][15]
2. Not be listed and referred to as a prep course.
3. Be recognized as an integral part of the core curriculum.
4. Be consistent and aligned with local, state and federal standards and guidelines.
5. Ensure that every effort is made to optimize physical education time in shared spaces (cafeterias, auditoriums, etc.).
6. Include a physical fitness assessment for each student, using a fitness assessment tool for grades 3 to 12.
7. Devote at least fifty percent (50%) of class time to moderate to vigorous physical activity.
8. Be designed to meet the needs of all students (athletic and nonathletic), feature cooperative as well as competitive activities, and focus on understanding and ownership of personal fitness and wellness for life.
9. Include components related to self-management, movement, cooperation, fair play and social skills.
10. Take into account gender and cultural differences in students' interests.
11. Encourage classroom teachers to integrate concepts of movement and wellness across the curriculum.
12. Be an enjoyable experience.
13. Provide quality professional development to all physical education teachers to stay current with research and current programs.
14. Encourage and actively engage families and community members to

become advocates for quality physical education.

15. Not support or include “contract” or “waiver” opportunities for students.

16. Include topics of pedestrian and bicycle safety and traffic rules at appropriate grade levels.

All district students must participate in physical education.[14]

Physical Activity

1. Students will acquire the knowledge and skills to understand the benefits of being physically active.

2. Time will be devoted, in the elementary schedule, for supervised and safe recess.

3. Elementary students will be given “Movement Breaks” every ninety (90) minutes of seat time.

4. Opportunities will be provided before and after school for school physical activities, including clubs, intramurals and interscholastic athletics.

5. Opportunities for district staff to be physically active will be encouraged.

6. The Coordinated School Wellness Council at each school will apprise students, staff and families of programs that support physical activity and wellness in the community.

7. Physical activity shall not be used as a form of punishment or consequence.

8. The district will encourage active commuting to and from school for both students and staff.

Other School-Based Activities

Other school-based activities related to student and staff wellness shall ensure that:

1. A non-stigmatizing atmosphere is provided for all students.

2. Screenings are provided for students for optimum health.

3. Care is provided to students for chronic conditions.

4. A safe, clean and hygienic environment is maintained in all schools.

5. Students may be involved in menu selections through various means, including annual student surveys.

6. To the extent possible, the district shall utilize available funding and outside programs to enhance student wellness.

7. Prevention education, including topics of substance abuse, violence, HIV/STD/teen pregnancy, mental health and suicide, CPR/AED and fire/water safety will be provided to appropriate grades using appropriate resources and curriculum.

Staff Wellness -

The district will encourage and may provide opportunities and programs related to staff wellness, in collaboration with employee unions, insurance providers and outside agencies.

Safe Routes to School

The district shall cooperate with local municipalities, public safety agency, police departments and community organizations to develop and maintain safe routes for students to travel to and from school.

Assessment of Wellness Program

The Superintendent or designee and the appointed Central Level School Wellness Council shall periodically conduct an assessment on the contents and implementation of this policy as part of a continuous improvement process to strengthen the policy and ensure appropriate implementation. The assessment shall include the extent to which district schools are in compliance with law and policies related to student wellness and shall describe the progress made by the district in attaining the goals of this policy.[2]

Assessment methods shall be implemented in accordance with established guidelines and/or administrative procedures. Designated administrators, the Central Level School Wellness Council, and the Coordinated School Wellness Council at each school shall participate, at different levels, in the assessment of this policy and established guidelines and/or administrative procedures.

1. The Superintendent or designee shall oversee the implementation, monitoring and assessment of this policy, related policies and established guidelines and/or administrative procedures. S/He shall be responsible for monitoring district schools, programs and curriculum to ensure compliance.[2][7]

2. The Superintendent or designee shall provide assessment results to the SRC. The assessment results shall be made available to the public.[2]

3. Implementation, assessment and monitoring of this policy are subject to review and approval by the Superintendent or designee.

References:

1. 24 P.S. 1422.1

2. 42 U.S.C. 1758b

3. 42 U.S.C. 1751 et seq

4. 42 U.S.C. 1773

5. 7 CFR 210.10

6. 7 CFR 220.8

7. Pol. 808

8. Pol. 209.1

9. 7 CFR 210.11

10. 7 CFR 220.12a

11. 24 P.S. 504.1

12. 24 P.S. 1513

13. Pol. 105

14. 24 P.S. 1512.1

15. 22 PA Code 4.27

24 P.S. 1337.1

24 P.S. 1422

24 P.S. 1422.3

P.L. 111-296

7 CFR Part 210

7 CFR Part 220

Pol. 103

Pol. 103.1

CDC Coordinated School Health Program

Alliance for a Healthier Generation - Smart Snacks Calculator -

<https://foodplanner.healthiergeneration.org/calculator>

SECTION: 200 PUPILS

TITLE: Admission of Students

Amendment to Policy – Draft

To Be Considered for Adoption at the
December 15, 2016 SRC Action
Meeting

**THE SCHOOL DISTRICT
OF PHILADELPHIA**

201 ADMISSION OF STUDENTS	
1. Authority	The School Reform Commission shall establish age requirements for the admission of students to first grade and to kindergarten that are consistent with state law and regulations and sound educational practice.[1][2][3]
2. Definitions	<p>Beginners are students entering the lowest grade of the primary school above the kindergarten level.[4]</p> <p>Compulsory school age for the School District of Philadelphia shall be six (6) years on or before September 1.[5]</p>
3. Guidelines	<p><u>First Grade</u></p> <p>A child who is of compulsory school age shall be admitted to school during the first two (2) weeks of the annual school term and at any time thereafter during the school year.[4][5][6]</p> <p>Beginners shall be admitted to first grade provided the child has attained the compulsory school age of six (6) years on or before September 1.[1][5][7]</p> <p>Upon written request of the parent/guardian, a child whose chronological age is not less than five (5) years and seven (7) months on September 1, and who has completed a full-day kindergarten program may be admitted to first grade if such early admission is recommended by a district psychologist and approved by the district's administrative designee on the basis of a developmental standard set by the district.[8]</p> <p>The district is not required to admit as a beginner any child whose age is less than the district's established compulsory school age.[8]</p>

<p>4. Delegation of Responsibility</p>	<p><u>Kindergarten</u></p> <p>Children shall be admitted to kindergarten provided the child has attained the age of five (5) years on or before September 1.[9]</p> <p>A child who has reached the compulsory age of six (6) by September 1, but has not attended a full year of kindergarten may, at the written request of the parent/guardian, attend kindergarten instead of first grade, if space is available.</p> <p><u>Prekindergarten</u></p> <p>Children shall be admitted to the district's preschool services programs provided the child has attained the age of three (3) years before September 1.</p> <p><u>Home Education Program Students</u></p> <p>The compulsory school age of six (6) years old on or before September 1 shall not apply to children who are participating in a home education program. For those children, the compulsory school age is eight (8) years old.[10][5][6]</p> <p>If a parent/guardian plans to home school their child, the parent/guardian must file an intent to home school with the district when the child turns six (6) years of age. However, the home education program is not required to begin until the child is eight (8) years old.</p> <p>The Superintendent or designee shall be responsible for establishing administrative procedures for registration that:</p> <ol style="list-style-type: none">1. Require the parent/guardian of each student who registers for entrance to school to submit proof of age, residency, and required immunizations. [11][12]2. Establish an order of priority for admission to the district's kindergarten program. <p>References:</p> <ol style="list-style-type: none">1. <u>24 P.S. 1301</u>2. <u>22 PA Code 11.12</u>3. <u>22 PA Code 11.41</u>4. <u>24 P.S. 1304</u>5. <u>24 P.S. 2103</u>
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	<u>6. 24 P.S. 1326</u> <u>7. 22 PA Code 11.15</u> <u>8. 22 PA Code 11.16</u> <u>9. 22 PA Code 11.14</u> 10. Pol. 137 11. Pol. 200 12. Pol. 203 <u>24 P.S. 503</u> <u>22 PA Code 4.41</u> <u>22 PA Code 11.13</u>
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SECTION: 200 PUPILS

TITLE: Immunizations and Communicable Diseases

THE SCHOOL DISTRICT OF PHILADELPHIA

Amendment to Policy – Draft

To Be Considered for Adoption at the December 15, 2016 SRC Action Meeting

203 IMMUNIZATIONS AND COMMUNICABLE DISEASES	
1. Authority	In order to safeguard the school community from the spread of certain communicable diseases, the School Reform Commission requires that established policy and administrative procedures be followed by students, parents/guardians and district staff.[1][2]
2. Guidelines	<p><u>Immunization</u></p> <p>All students shall be immunized against specific diseases in accordance with state and municipal law and regulations, unless specifically exempt for religious or medical reasons.</p> <p>A certificate of immunization shall be maintained as part of the health record for each student, as required by the Pennsylvania Department of Health.[3]</p> <p>A student who has not been immunized in accordance with state and municipal law and regulations shall not be admitted to or permitted to attend district schools or programs, unless exempted for medical or religious reasons or provisionally admitted by the Superintendent or designee.[1][3][4][5]</p> <p>A student shall be exempt from immunization requirements whose parent/guardian objects in writing to such immunization on religious grounds or whose physician certifies that the student's medical condition contraindicates immunization.[1][4][5][6]</p> <p>Monitoring of immunization requirements shall be the responsibility of the Superintendent or designee and the building principal.[1]</p> <p>Students attending child care group settings located in a school, a pre-kindergarten program or an early intervention program operated by the district shall be immunized in accordance with the Advisory Committee on Immunization Practices (ACIP) standards.[7]</p>

<p>3. Delegation of Responsibility</p>	<p>The Superintendent or designee shall:</p> <ol style="list-style-type: none">1. Annually, or whenever necessary, review state and municipal standards for immunization and direct the responsible district personnel accordingly.2. Ensure that parents/guardians are informed prior to a student's entry to school of the requirements for immunization, the requisite proof of immunization, exemption available for religious or medical reasons, and means by which such exemptions may be claimed.[1][3][4][6][8][9]3. Investigate and recommend to the SRC district-sponsored programs of immunization that may be warranted to safeguard the health of the school community. Such program shall be subject to SRC approval and may be conducted in cooperation with local health agencies.4. Report immunization data on the required form to the Pennsylvania Department of Health by October 15 of each year.[10] <p><u>Communicable Diseases</u></p> <p>The SRC authorizes that students who have been diagnosed by a physician or are suspected of having a disease by School Health Services shall be excluded from school for the period indicated by regulations of the Pennsylvania Department of Health and Philadelphia Department of Public Health for certain specified diseases and infectious conditions.[11][12][13]</p> <p>School Health Services shall report the presence of suspected communicable diseases to the appropriate local health authority, as required by the Pennsylvania Department of Health and Philadelphia Department of Public Health.[14][15][16]</p> <p>The Superintendent or designee shall direct that health guidelines and universal precautions designed to minimize the transmission of communicable diseases be implemented in district schools.</p> <p>Instruction regarding prevention of communicable and life-threatening diseases shall be provided by the schools in the educational program for all levels, in accordance with state regulations.[17]</p> <p>Parents/Guardians shall be informed and provided opportunities during school hours to review all curriculum materials used in instruction relative to communicable and life-threatening diseases.[17][18][19]</p> <p><u>Health Records</u></p>
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A comprehensive health record shall be maintained in the district-sanctioned Student Information System for each student enrolled in the district. The record shall include the results of required tests, measurements, screenings, regular and special examinations, and medical questionnaires.[20][21]

All health records shall be confidential, and their contents shall be divulged only when necessary for the health of the student or to a physician at the written request of the parent/guardian.[22]

References:

1. 24 P.S. 1303a

2. 28 PA Code 23.81 et seq

3. 28 PA Code 23.85

4. 28 PA Code 23.83

5. 22 PA Code 11.20

6. 28 PA Code 23.84

7. 28 PA Code 27.77

8. Pol. 200

9. Pol. 201

10. 28 PA Code 23.86

11. 28 PA Code 27.71

12. 28 PA Code 27.72

13. Pol. 204

14. 28 PA Code 27.1

15. 28 PA Code 27.2

16. 28 PA Code 27.23

17. 22 PA Code 4.29

18. 22 PA Code 4.4

19. Pol. 105.1

20. 24 P.S. 1402

21. Pol. 209

22. 24 P.S. 1409

55 PA Code 3270.131

55 PA Code 3270.136

55 PA Code 3270.137

Philadelphia Code of Ordinances - Title 6, Sections 6-204, 6-210

Philadelphia Department of Public Health Guidance - Immunization Requirements for School Entry

Pol. 105.2

SECTION: 200 PUPILS

TITLE: Bullying/Cyberbullying

THE SCHOOL DISTRICT OF PHILADELPHIA

Amendment to Policy – Draft

To Be Considered for Adoption at the
December 15, 2016 SRC Action
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249 BULLYING/CYBERBULLYING	
1. Purpose	<p>The School Reform Commission is committed to providing a safe, positive learning environment for district students. The SRC recognizes the negative impact that bullying has on student health, welfare, and safety and on the learning environment at school. The SRC recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the SRC prohibits bullying by district students.</p>
2. Definitions	<p>Bullying means an intentional electronic, written, verbal, nonverbal, psychological or physical act or series of acts directed at another student or students, which occurs in and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:^[1]</p> <ol style="list-style-type: none">1. Substantial interference with a student’s education.2. Creation of a threatening environment.3. Substantial disruption of the orderly operation of the school. <p>Bullying is characterized by the following three (3) criteria:</p> <ol style="list-style-type: none">1. It is aggressive behavior or intentional harm doing.2. It is carried out repeatedly over time.3. It occurs within an interpersonal relationship where there is an imbalance of power (e.g. one (1) person is physically larger, stronger, mentally quicker or socially more powerful). <p>Bullying can take many forms and can include a variety of behavior. As defined in this policy, bullying refers to direct or indirect action, which may include but is not limited to:</p> <ol style="list-style-type: none">1. Physical – hitting, kicking, pushing, shoving, getting another person to hurt someone.

<p>5. Guidelines</p>	<p>district's efforts to comply with this policy and applicable laws and regulations.</p> <p>The Compliance Officer shall publish and disseminate this policy and the complaint procedure at least annually to students, parents/guardians, employees, independent contractors, vendors, and the public. The publication shall include the position, office address and telephone number of the Compliance Officer.</p> <p>Each student shall be responsible to respect the rights of others and to ensure an atmosphere that is conducive to learning and free from bullying.</p> <p>The Superintendent or designee shall develop administrative procedures to implement this policy.</p> <p>The Superintendent or designee shall ensure that this policy and administrative procedures are reviewed annually with staff, students, and parents/guardians.[1]</p> <p>The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the SRC.[1]</p> <p>District administration shall annually provide the following information with the Safe School Report:[1]</p> <ol style="list-style-type: none">1. SRC's Bullying Policy.2. Report of bullying incidents.3. Information on the development and implementation of any and all research-based bullying prevention and intervention programs. <p>The Code of Student Conduct, which shall incorporate this policy, shall be disseminated annually to students.[1][2][3]</p> <p>This policy shall be accessible in every classroom, posted in a prominent location within each school building and posted on the district website. The policy shall be made available in English and all other languages necessary to facilitate understanding by district residents.</p> <p><u>Education</u></p> <p>The district shall implement research-based bullying prevention and intervention programs. Such programs shall provide training for district staff for effectively responding to, intervening in and reporting incidents of bullying.[1][4]</p>
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Complaint Procedure

Step 1 – Reporting

A student or his/her parent/guardian who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal or designee, or to any other member of the school staff, including teachers, guidance counselors, coaches and administrators.

A school employee who witnesses, suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal or designee.

The complainant or reporting employee is encouraged to use the report form available from the building principal, but oral complaints shall be acceptable.

Step 2 – Investigation

Upon receiving a complaint of bullying, the building principal or designee shall investigate the complaint, unless the building principal or designee is unable to conduct the investigation.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.

The investigator shall attempt to secure statements from all participants in, and witnesses to the complaint. The complainant shall not be required to meet face-to-face with the accused.

The obligation to conduct this investigation shall not be negated by the fact that a criminal or other investigation of the incident is pending or has been concluded.

Consequences for Violations

If the allegations are confirmed, the building principal or designee shall:

1. Inform the student(s) found to have violated this policy and his/her parents/guardians of the results of the investigation, including the actions of the student and the consequences for his/her actions.
2. Review the definition of bullying and the district's policy on bullying with the student(s) and his/her parents/guardians.
3. Administer the consequences for the behavior relative to the number of offenses and the severity of the behavior.

	<p>A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which shall include:[1][3][5]</p> <ol style="list-style-type: none">1. First Offense - documented warning and parent/guardian notification.2. Second Offense -parent/guardian conference, loss of school privileges, exclusion from school-sponsored activities, detention, and/or counseling within the school.3. Third Offense - suspension or transfer to another classroom, school building or school bus. <p>If the first offense is notably severe, a student may immediately be disciplined in accordance with the Code of Student Conduct. This could result in a long-term suspension (4-10 days); a referral for placement in an alternative education program; or expulsion.[5]</p> <p>References:</p> <ol style="list-style-type: none">1. <u>24 P.S. 1303.1-A</u>2. <u>22 PA Code 12.3</u>3. Pol. 2184. <u>24 P.S. 1302-A</u>5. Pol. 233Pol. 236Pol. 237Pol. 248Pol. 815
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SECTION: 900 COMMUNITY

TITLE: District-wide Parent and Family Engagement Policy

Amendment to Policy – Draft

To Be Considered for Adoption at the December 15, 2016 SRC Action Meeting

THE SCHOOL DISTRICT OF PHILADELPHIA

918 DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT

1. Purpose

The School District of Philadelphia (the District) recognizes that a child’s education is a responsibility shared by parents, families, schools, and the community during the entire period the child is enrolled in school. Creating positive, home, school, and community partnerships is essential to carrying out the shared responsibility necessary to improve schools and reinforce the importance of academic achievement.

The Parent and Family Engagement Policy is being adopted in order to:

1. Support and secure strong effective partnerships among parents, families, schools and the community that serves to improve academic quality and student performance;
2. Provide the coordination, technical assistance and other support necessary to assist schools in planning and implementing effective family engagement activities to improve student academic achievement and school performance; and
3. Comply with Title I, Part A requirements regarding the establishment of a parent and family engagement policy according to Section 1116 of the Every Student Succeeds Act (ESSA).

This policy shall serve as written documentation of the District’s commitment to ensure parents and families are welcomed, engaged, and valued as stakeholders in the education of their children.

2. Definitions

District— refers to the School District of Philadelphia.

Caregiver— these terms are used interchangeably and shall include parent, family, a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child’s welfare, or a legally appointed Education Decision Maker).

Parent and Family Engagement— shall mean the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- a) *that caregivers play an integral role in assisting their child’s learning;*

<p>3. Guidelines</p>	<p>b) <i>that caregivers are encouraged to be actively involved in their child's education at school;</i></p> <p>c) <i>that caregivers are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and</i></p> <p>d) <i>the carrying out of other activities, such as those described in section 1116 of the ESSA.</i></p> <p>Title I- Title I, Part A of the Every Student Succeeds Act, provides financial assistance to local educational agencies (LEAs) and schools to improve the academic achievement of disadvantaged students. This grant is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.</p> <p>PART I. GENERAL EXPECTATIONS</p> <p>THE SCHOOL DISTRICT OF PHILADELPHIA is committed to fostering and promoting family engagement, and strives to maximize engagement by implementing programs, activities and procedures that emphasize effective family-school-community partnership and shared responsibility for high academic achievement and student success. To accomplish this goal, these initiatives will be planned and implemented by:</p> <ul style="list-style-type: none">• Fostering a welcoming and responsive environment for all families regardless of race, color, national origin, religion, gender identity or expression, sexual orientation, disability, age, socio-economic status, political beliefs, or any other protected affiliations;• Promoting family and community engagement participation in school district, learning network and school level decisions;• Increasing access to information to assist caregivers in navigating the school district so their children can obtain the resources required to help them achieve their maximum academic potential;• Responding to caregiver concerns and/or complaints to ensure children's educational needs are met;• Providing caregivers opportunities to acquire necessary information, knowledge, and skills to build capacity for leadership and advocacy to support their children's education at home and at school;• Ensuring accountability of staff at all levels throughout the District in working with caregivers as partners; and• Setting high expectations for excellent customer (caregiver/family) service.
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District-wide programs and initiatives include:

- **Offering multiple entry points that caregivers and community can use to access information and get support in resolving their concerns through:**
 - The School District Call Center 215-400-4000, which provides front-end information about District services, initiatives and programs, facilitates links between customers and appropriate District offices and works directly with schools and learning networks to address parental questions and concerns through one-on-one case management support;
 - Parent and Family Resource Center which offers caregivers in person support in resolving concerns and exploring ways to better support their child's education, helps caregivers navigate the School District of Philadelphia, offers information about District's policies, procedures, programs and services, shares information about community based programs and resources and hosts a variety of caregiver workshops and events; and
 - Family and Community Engagement Coordinators and Family Engagement Liaisons, whose many functions include assisting schools in expanding family engagement opportunities and building stronger school-family partnerships, supporting caregivers in resolving their concerns through one-on-one case management support, acting as a liaison between central office/school staff and families, collecting and disseminating information about services and resources, organizing and facilitating caregiver workshops and information fairs, helping schools form a School Advisory Council, and providing other services and resources to meet the diverse needs of all families.
- **Improving Access to Information**
 - Making information about District programs, services, processes and procedures available on the School District of Philadelphia website www.philasd.org;
 - Using Facebook and Twitter and working with traditional media partners to share information with families and community;
 - Implementing AskPhilaSD (<http://ask.philasd.org>) – a web-based knowledge management system which leverages technology to offer instant answers to most frequently asked questions; Launching Parent and Family Portal which offers caregivers a new way to stay abreast of everything happening at the District and their child's school through a web based account which allows them to update their contact information as it changes, select the means of communication that work best for them (texting, phone calls or e-mails), sign up for specific types of updates they are interested in, as well as get online access to their child's attendance and grades.
- **Securing Input and Feedback**

- Provide updates on the latest happenings in the School District by inviting all stakeholder groups, including caregivers, students, staff and community members, to participate in the Superintendent’s Listening Tours, meetings with Assistant Superintendents, and other school-based meetings to receive input, get new ideas and solicit feedback to inform District policies and priorities.
- Strengthening family and community involvement in school-based decision making through the District-wide implementation of the School Advisory Councils (SAC) – an advisory body that ensures school-wide representation when discussing matters that affect the whole school. Bringing together peer-elected representatives from all stakeholder groups: caregivers (who have a majority voice on the SAC), school leadership and staff, community partners and students (in high schools). SACs provide a platform for discussion and collaboration to ensure success of all students.
- Working closely with interested caregivers and community stakeholders to raise awareness about the importance of their involvement at the school and district level and encourage them to invest in building relationships with teachers, principals and school-based staff, attend Back to School Nights and parent-teacher conferences, stay in constant communication with the schools, visit their child’s classroom, come to school meetings and events, volunteer, join parent groups and assume leadership roles.
- **Supporting Linguistically and Culturally Diverse Families**—ensuring that multilingual families have access to information, support and family involvement opportunities through the:
 - School District Translation and Interpretation Center, which provides an array of services and tools to facilitate communication with multilingual families, including access to telephonic interpretation service in over 170 different languages and dialects, translation of district-wide and school-specific documents, maintaining an online database of translated documents and managing web pages for caregivers and community in eight most used District languages (Spanish, Chinese, Arabic, Vietnamese, French, Khmer, Russian, and Albanian).
 - Multilingual Family Support Services, which helps multilingual families establish ongoing communication with the school and access District information and resources in their native language through the services of Bilingual Counseling Assistants, provides access to live interpretation at meetings, conferences, district and school-wide events, builds partnerships with immigrant and refugee serving organizations and supports families through workshops and trainings for immigrant and refugee families called Welcome Wagons. Welcome wagons are delivered in the community at the times convenient for the caregivers and in their native language. They address a variety of topics of importance to immigrant community, including literacy, college application process and financial aid resources, employment safety, access to health benefits, asthma management, HIV prevention, transition to life in the United States, acculturation and

parent/child conflicts, child rearing practices and discipline, recognizing and seeking treatment for depression, recognizing domestic violence, and child abuse prevention.

- **Improving Customer Service**

- Through a partnership between the Office of Technology Services and the Office of Family and Community Engagement, the District will improve the call ticketing system and publicize and further develop ask.philasd.org, the one-stop-shop for District information, to better respond to caregivers and stakeholders.
- Actively solicit and respond to feedback on the effectiveness of our schools and our key departments through surveys, focus groups, and town halls. The District will utilize and seek to increase participation in the Office of Research and Evaluation's annual student survey and parent and guardian survey; support the operations division's surveys and focus groups; invite students, caregivers, and community stakeholders to participate in focus groups to solicit ideas for improving the educational experiences of students; expand best practices for incorporating student voice; and schedule town hall meetings in all of the District's learning networks.
- The School District will provide customer service training to administrators, teachers, secretaries, central office staff, and support staff designed to improve interactions between families and schools.
- Implement a customer service approach that moves toward family-friendly schools and offices that focuses on the following principles when engaging with families:
 - Recognize. Accept caregivers as partners in children's care and education.
 - Respect. Value caregivers as people and actively listen to what they say.
 - Respond. Act promptly and sincerely to answer their questions and resolve problems.
 - Research. Study child and family issues in the community and support professional development.
 - Resolve. Work together with caregivers to resolve any concerns and problems.
 - Re-establish trust. If trust falters, communicate often, keep promises, and demonstrate integrity.

PART II. STATUTORY REQUIREMENTS

THE SCHOOL DISTRICT OF PHILADELPHIA agrees to implement the following statutory requirements:

- The School District will put into operation programs, activities, and procedures for the engagement of caregivers in all of its schools, consistent with section 1116 of the Every Student Succeeds Act (ESSA), Title I, Part A programs. Those programs, activities and procedures will be planned and operated with meaningful consultation with caregivers of participating children.
- Consistent with section 1116, the School District will work with its schools to ensure that the required school-level family engagement policies meet the requirements of section 1116(b) of the ESSA, and each include, as a component, a school-parent compact consistent with section 1116(d) of the ESSA.
- In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the School District and its schools will provide full opportunities for the participation of caregivers with limited English proficiency, caregivers with disabilities, and caregivers of migratory children, including providing information and school reports required under section 1111 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language caregivers understand.
- The School District will involve the caregivers of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools for caregiver-related activities as agreed upon between the parents and the school administration with approval of the School Advisory Council (SAC) or similar organized parent/family groups and the school administration.
- The School District will ensure that all District schools host at least one parent meeting a year to involve all interested caregivers in the discussion of eligible family engagement programs and activities should be implemented at the school with the use of Title I funds set aside for family engagement, and reach an agreement with the caregivers on the expenditures and further collaboration in the implementation of these programs and activities.
- The School District will communicate to the schools that failure to comply

with the requirements outlined in this section and in the rest of this policy may jeopardize their Title I funding.

- The School District central office will host a series of caregiver meetings prior to the start of the annual District-wide budget process to solicit input on the allocation of federal dollars as contained in the District's Consolidated Federal Application with the Pennsylvania Department of Education.

PART III. DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

THE SCHOOL DISTRICT OF PHILADELPHIA will take the following actions to involve caregivers in the joint development of its district-wide parent and family engagement plan under section 1112 of the ESSA:

- Annually, the District will conduct an evaluation of the content and effectiveness of the district-wide parent and family engagement policy, activities and programs.
- In the spring, caregivers and community stakeholders are invited to participate in multiple focus groups to provide valuable feedback regarding the district-wide parent and family engagement policy. Caregivers are notified of the focus groups in multiple ways, email, flyers, robo calls, social media, and website announcements posted on the District's website. During the focus groups, participants hear the latest updates and provide input on the new/revised policy. Additions/deletions/revisions are discussed and agreed upon during the meetings. Formatting and revisions are made after the meeting and then sent back to participants for comment. Families and community stakeholders unable to attend the focus groups in person have an opportunity to participate via online format, allowing them time to review the document and submit input and feedback electronically.
- Caregivers will be welcomed to submit feedback at any time throughout the year via the District's website or by submitting comments to their child's school. All feedback and input received will be used in consideration when updating the proceeding year's policy.
- Once the district-wide parent and family engagement policy is finalized, the

final document will be placed on the District's website, hard copies will be available at Annual Title I meetings held at each school, and will also be distributed and sent home with all students.

- The School District will send a directive (signed by the Superintendent) to Assistant Superintendents and Principals regarding the distribution of the District's policy to caregivers and staff.

THE SCHOOL DISTRICT OF PHILADELPHIA will take the following actions to involve caregivers in the process of school review and improvement under section 1114 of the ESSA:

- All District schools shall have an active and engaged School Advisory Council (SAC) composed of majority family members, the school principal, teachers or other school based staff, students and community members, which champions the work for improved student achievement, effective teaching in the classroom, caregiver and community engagement in the educational process, and facilitates communication and support.
- Appropriate District representatives will be available to work collaboratively with caregiver leaders and the Office of Family and Community Engagement staff to provide District, learning network, and school level trainings on various aspects of Title I, including understanding school data, comprehensive school plans and budgeting process.
- Schools will develop means to obtain caregiver input and signatures of non-school district personnel on the Comprehensive Plan, Title I budget and School Improvement Plan (SIP).
- Provide adequate advance notice to caregivers of meetings and cancellation of meetings through newsletters, robo calls, bulletin boards, organized parent/family groups and notices sent home.
- Professional development will be provided to School Advisory Councils (school-based staff, students, families and community partners) or other organized parent/family groups to help understand the roles and responsibilities of all parties in this process.
- The District's Translation and Interpretation Center and Multilingual Family Support will provide caregivers with limited English proficiency with full access to translation and interpretation services.

THE SCHOOL DISTRICT OF PHILADELPHIA will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective family engagement activities to improve student academic achievement and school performance:

- In collaboration with parent and family groups, provide workshops to schools on family engagement.
- Provide professional development facilitated by caregivers for new and existing principals and other administrators on how to involve and engage caregivers effectively.
- Train new and existing staff with family engagement job duties (e.g., School Advisory Councils, Family Engagement Liaisons, Community Relations Liaisons, School Improvement Support Liaisons, and Bilingual Counseling Assistants) to assist school sites in

	<p>implementing family engagement best practices and programs.</p> <ul style="list-style-type: none">• The Title I Office and the Office of Family and Community Engagement will provide workshops and technical assistance to schools and parent and community organizations.• Provide trainings for caregivers to include, but not be limited to, reading, math, sciences, PSSA and Keystone testing preparation.• Provide workshops to caregivers on school safety, cultural diversity, conflict resolution, how to engage in schools, improve family involvement, and other topics, as requested.• Train caregivers to serve as liaisons to principals and SACs on District and Network level initiatives.• In compliance with the District's Action Plan 3.0, encourage caregiver access to teachers and principals. <p>THE SCHOOL DISTRICT OF PHILADELPHIA will coordinate and integrate family engagement strategies in Title I, Part A with family engagement strategies under the following other programs: Head Start, Bright Futures, and Education Leading to Employment and Career Training (ELECT), by:</p> <ul style="list-style-type: none">• Holding quarterly meetings between Pre-K and ELECT program staff responsible for family engagement and the Office of Family and Community Engagement. Minutes from these meetings will be available upon request.• Inviting caregivers of Pre-K students and teen parent students to participate in District meetings, events, and activities. <p>THE SCHOOL DISTRICT OF PHILADELPHIA will conduct an annual District-wide Parent/Guardian survey to collect data on school level and District-wide family engagement outcomes, and will reach out to caregivers to get their input and feedback during the survey design and review process.</p> <p>Survey results will be used to identify barriers to greater participation by caregivers in family engagement activities (with particular attention to caregivers who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The School District will use the findings of the evaluation to design strategies for more effective family engagement, and to revise, if necessary (and with the involvement of caregivers) its family engagement policies.</p> <p>The primary goal of the Parent and Family Engagement Policy is to increase family engagement within The School District of Philadelphia. Within this primary goal, three subgoals have been identified:</p> <ol style="list-style-type: none">a) inviting caregivers' input into District policies and procedures;b) making the schools and its educational and physical resources more accessible for caregivers and;c) providing opportunities for caregivers to gain as much information as possible about their children's academic achievement and how to
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access resources to support their children's education.

Depending upon available resources, the Office of Research and Evaluation (ORE) or an external evaluator, functioning under the direction of ORE, will employ the following methods to evaluate the status of the goal and subgoal attainment: electronic and paper (including the District Wide Survey of administrators, teachers, caregivers, and students), caregiver focus groups, record analysis, as well as observation of meetings and training workshops.

THE SCHOOL DISTRICT OF PHILADELPHIA will implement the following activities to build the schools' and caregivers' capacity for strong family engagement in order to ensure effective involvement of caregivers and to support a partnership among the school involved, caregivers, and the community to improve student academic achievement:

A. The School District, with the assistance of its administrative offices (Family and Community Engagement, Grant Compliance and Fiscal Services, Management and Budget, Specialized Instructional Services, Curriculum, Instruction and Assessment), will undertake the following actions to provide assistance to caregivers of children served by the School District or school in understanding topics such as the following:

- the State's academic content standards;
- the State's student academic achievement standards;
- the State and local academic assessments including alternate assessments;
- the requirements of Title I, Part A;
- how to monitor their child's progress; and
- how to work with educators.

- The Office of Grant Compliance and Fiscal Services will be available to collaborate with various offices and parent groups to provide presentations and workshops about Title I requirements and parents' right-to-know under the Every Student Succeeds Act.
- Recommend that principals include caregivers during staff development days at school sites when appropriate.
- Recommend that principals add a caregiver's component to staff development days at school sites.
- Sponsor and encourage schools to support caregiver attendance at conferences and workshops such as the annual State Parent Advisory Council conference, Annual Family Involvement Conference (PA Coalition for Parent Involvement), and others.
 - Require caregivers who wish to attend conferences to verify that turnaround trainings are completed either at the school and/or District level. Verification will be: 1) sign-in sheet(s); 2) agenda; and 3) copies of documents distributed.
 - Ensure that any caregiver who is selected to participate on a state or national level regularly attends the District's family engagement meetings and submits a report (verbal or written).
- Provide information to caregivers in clear and simple language.
- To the extent practicable, provide workshops in the native language to families whose first language is not English.
- Disseminate to caregivers materials from the Office of Curriculum and Instruction and other offices that will be useful references at home, including, to the extent feasible, translations.

B. The School District, with the assistance of its schools, will provide materials and training to help caregivers work with their children to improve their children's academic

	<p>achievement, such as literacy and technology workshops, as appropriate, to foster family engagement by:</p> <ul style="list-style-type: none">• Implementing caregiver workshops throughout the city to provide a range of educational offerings by School District personnel and other providers, including on how to support one's child in school and computer literacy.• Providing computer literacy training and other trainings for caregivers, including on how to use Parent and Family portal as a tool to monitor their children's achievement.• Supporting schools in planning and implementing school based activities such as family literacy and family math nights and other workshops to help caregivers understand how to support their child's academic achievement with the assistance of appropriate District offices.• Making available District personnel to do trainings and presentations for caregiver and community organizations.• Providing the above workshops at community locations besides schools, such as libraries, community organizations, and faith-based organizations, where families may feel more comfortable.• Providing the above workshops and materials, where appropriate, in languages other than English. <p>C. The Office of Family and Community Engagement with the assistance of caregivers will be available to conduct professional development sessions at schools to educate teachers, pupil services personnel, principals, and other staff, in how to reach out to, communicate with, and work with caregivers as equal partners, in the value and utility of contributions of caregivers, and in how to implement and coordinate programs and build ties between caregivers and schools, by:</p> <ul style="list-style-type: none">• With the help of caregiver facilitators providing professional development opportunities for principals and other administrators on how to develop promising partnerships with caregivers.• Plan regular meetings between the Office of Family and Community Engagement SAC representatives or other caregivers to participate in a review of the schools' Title I Parent and Family Engagement Policy and Parent-School Compact (as needed). <p>D. The School District will, to the extent feasible and appropriate, coordinate and integrate family engagement programs and activities with Head Start, Bright Futures, ELECT and other programs, and conduct other activities, such as parent resource centers, that encourage and support caregivers in more fully participating in the education of their children by:</p> <ul style="list-style-type: none">• Increasing collaboration between Pre-K and ELECT program staff responsible for family engagement and Office of Family and Community Engagement.• Recruiting caregivers of Pre-K students to participate in District-based meetings, events and activities. <p>E. The School District will take the following actions to ensure that information related to the school and caregiver-programs, meetings, and other activities, is sent to the caregivers of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that the caregivers can understand:</p>
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- To the extent practicable, provide communications in clear and simple language.
- Post caregiver communications on the District's website and Facebook page.
- Ensure that the District's communications include a telephone number that caregivers can call for clarification.
- Share important information with the School District of Philadelphia's Call Center and Main Information Center 215-400-4000, Family and Community Engagement Coordinators, Family Engagement Liaisons and Bilingual Counseling Assistants, so they can share information with families and provide clarifications of important District communications.
- Host caregiver and community meetings and workshops to address the most important topics.
- Ask community partners, including libraries, recreation centers, community-based organizations, and faith-based organizations, to assist in disseminating information.
- Provide language access services to families whose first language is other than English through on-site or telephonic interpretation services, as appropriate.

PART IV. OTHER DISTRICT WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

- Involving caregivers in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Paying reasonable and necessary expenses associated with family engagement activities, including transportation and child care costs, to enable caregivers to participate in school-related meetings and training sessions, as budgets allow;
- Training caregivers to enhance the involvement of other caregivers;
- Arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with caregivers who are unable to attend those conferences at school; in order to maximize family engagement and participation in their children's education;
- Researching, adopting and implementing model approaches to improving family engagement;
- Establishing a representative and inclusive district-wide parent advisory council to provide input on all matters related to family engagement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family engagement activities; and
- Providing other reasonable support for family engagement activities under section 1116 as caregivers may request.

PART V. ADOPTION

This District-wide Parent and Family Engagement Policy has been developed jointly with, and agreed on with caregivers of children participating in Title I, Part A programs, as evidenced by agendas, sign-in sheets, and feedback provided online and during meetings.

This policy was adopted by **THE SCHOOL DISTRICT OF PHILADELPHIA** on November 17, 2016 and will be in effect until further revision. The School District will distribute information about this policy to all caregivers on or before **November 30, 2016**.

	<p>References:</p> <p>ESSA: 20 U.S.C. §§ 6316(b)(7), (8)</p> <p>C.F.R. 34 C.F.R. § 200.36</p> <p>State School Code: 24 P.S. § 1-101 <i>et seq.</i>, including 24 P.S. §§ 6-693, 6-696</p>
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