

**SCHOOL REFORM COMMISSION
PUBLIC MEETING
PROPOSED RESOLUTIONS**

AUGUST 17, 2017

I. SCHOOL REFORM COMMISSION

SRC-1

Proposed Student Expulsion – Q. B.

RESOLVED, that Student Q.B. shall be permanently expelled from the School District of Philadelphia effective June 14, 2017, and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law shall be made a part of Student Q. B.'s permanent 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

Proposed Student Expulsion – J. G.

RESOLVED, that Student J. G. shall be temporarily expelled from the School District of Philadelphia effective June 14, 2017, through the end of the 2017-2018 School Year in June 2018, and be it

FURTHER RESOLVED, that Student J. G. 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 J. G.'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

Proposed Student Expulsion – N. H.

RESOLVED, that Student N.H. shall be permanently expelled from the School District of Philadelphia effective June 7, 2017, and be it

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

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

**A-40 and A-42 will be considered "walk-on" resolutions.*

SRC-4

Proposed Student Expulsion – K. J.

RESOLVED, that Student K. J. shall be temporarily expelled from the School District of Philadelphia effective June 14, 2017, through the end of the 2017-2018 School Year, and be it

FURTHER RESOLVED, that Student K. J. 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 K. J.'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-5

Proposed Student Expulsion – E. P.-F.

RESOLVED, that Student E. P.-F. shall be permanently expelled from the School District of Philadelphia; and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law shall be made a part of Student E. P.-F.'s permanent 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-6

Proposed Student Expulsion – K. S.

RESOLVED, that Student K. S. shall be temporarily expelled from the School District of Philadelphia effective April 19, 2017, through the end of the second marking period of the 2017-2018 School Year, and be it

FURTHER RESOLVED, that Student K. S. 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 K. S.'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-7

Adoption of Proposed Policies: Policy 209.1 (NEW): Food Allergy Management; Policy 301: Creating a Position; Policy 302: Employment of Superintendent; Policy 308: Employment Contract/SRC Resolution; Policy 328: Compensation Plans/Salary Schedules; Policy 324: Personnel Files; Policy 602: Budget Planning; Policy 603: Budget Preparation; Policy 604: Budget Adoption; Policy 702: Gifts, Grants, and Donations; Policy 702.1: Scholarships; Policy 705: Safety; Policy 918: District wide Parent & Family Engagement Policy (Presented for Review 6.15.17)

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered "walk-on" resolutions.

RESOLVED, that the School Reform Commission hereby adopts the following SRC Policy, in the form attached, effective August 18, 2017.

Policy 209.1 (NEW): Food Allergy Management

FURTHER RESOLVED, that the School Reform Commission hereby adopts amendments to the following SRC Policies, in the forms attached, effective August 18, 2017.

Policy 301: Creating a Position
Policy 302: Employment of Superintendent
Policy 308: Employment Contract/SRC Resolution
Policy 328: Compensation Plans/Salary Schedules
Policy 324: Personnel Files
Policy 602: Budget Planning
Policy 603: Budget Preparation
Policy 604: Budget Adoption
Policy 702: Gifts, Grants, and Donations
Policy 702.1: Scholarships
Policy 705: Safety
Policy 918: District wide Parent & Family Engagement Policy

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-8 (Updated 8.15.17)

Review of Proposed Policies: Policy 103: Nondiscrimination in School and Classroom Practices; Policy 117: Homebound Instruction; Policy 145: Student and Staff Wellness; Policy 202: Eligibility of Non resident Students; Policy 218: Student Conduct and Discipline; Policy 221: Dress and Grooming; Policy 222: Tobacco; Policy 300 (NEW): Employee Code of Ethics; Policy 333: Professional Development; Policy 338: Sabbatical Leave; Policy 338.1 Compensated Professional Leaves; Policy 351: Drug and Substance Abuse

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

**A-40 and A-42 will be considered "walk-on" resolutions.*

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

Policy 300 (NEW): Employee Code of Ethics

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

Policy 103: Nondiscrimination in School and Classroom Practices

Policy 117: Homebound Instruction

Policy 145: Student and Staff Wellness

Policy 202: Eligibility of Non resident Students

Policy 218: Student Conduct and Discipline

Policy 221: Dress and Grooming

Policy 222: Tobacco

Policy 333: Professional Development

Policy 338: Sabbatical Leave

Policy 338.1 Compensated Professional Leaves

Policy 351: Drug and Substance Abuse

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-9

Administration's Recommended Termination of Professional Employees

RESOLVED, that there exists sufficient evidence to support the recommendation of the Superintendent and/or his designee to terminate the employment, from the School District of Philadelphia, of the following professional employees:

1. K. C.
2. H. D.
3. J. D.

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4. B. H.
5. L. J.
6. P. J.
7. P. M.

and be it

FURTHER RESOLVED, that the Secretary and the Commission Chair are directed to advise these professional employees of this resolution and of their right to a hearing.

SRC-10

Administration’s Recommended Termination of Professional Employees (PAR)

RESOLVED, that there exists sufficient evidence to support the recommendation of the Superintendent and/or his designee to terminate the employment, from the School District of Philadelphia, of the following professional employees:

1. J. A.
2. C. G.
3. J. M.
4. A. P.

and be it

FURTHER RESOLVED, that the Secretary and the Commission Chair are directed to advise these professional employees of this resolution and of their right to a hearing.

SRC-11 (Added 8.4.17)

Operating Budget: \$85,000 Contract with National Charter Schools Institute – Epicenter Document Management and Collaboration Tool – Charter Schools Office

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Chair of the Commission or her designee, to execute, deliver, and perform a contract with The Charter Schools Development & Performance Institute for the implementation and use of Epicenter, its web-based document management and collaboration tool, by the Commission’s Charter Schools Office and local, authorized charter schools, for an amount not to exceed \$85,000 for the period commencing August 18, 2017 through June 30, 2018; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes the Chair of the Commission in her discretion, or her designee, to contract for and exercise a School District option to extend the Term of this Contract for an additional amount not to exceed \$85,000, for an aggregate total not to exceed \$170,000, for one (1) additional year commencing on July 1, 2018 through June 30, 2019.

Description: Epicenter is a collaboration tool for charter school authorizers, school staff, and charter management organization personnel. It was designed to help authorizers effectively and efficiently manage the communications and exchange of information and documentation necessary to fulfill all the legal, contractual, and regulatory reporting requirements associated with the oversight of charter schools. By providing a single place to keep records and track activities, Epicenter will streamline compliance

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processes and facilitate the ability of the CSO to provide quality oversight of its authorized charter schools. The CSO has been using the Epicenter platform since May 2014.

ABC Code/Funding Source \$85,000.00
1100-009-9JV0-2381-6461 2018 Operating

SRC-12

Application for Charter Renewal – Philadelphia Electrical and Technology Charter School

WHEREAS, pursuant to the Charter School Law, 24 P.S. § 17-1701-A, *et seq.*, the School Reform Commission (“SRC”) granted a charter (“Charter”) to PHILADELPHIA ELECTRICAL AND TECHNOLOGY CHARTER HIGH SCHOOL (“Charter School”) to operate a charter school for a five-year term commencing in 2002; and

WHEREAS, the SRC renewed the Charter School’s Charter for five-year terms in 2007 and 2012; and

WHEREAS, the Charter School seeks renewal of its Charter and has submitted an Application for Charter Renewal to the Charter Schools Office (“CSO”); and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the renewal of the Charter and has submitted a charter agreement signed by the Charter School (“Charter Agreement”) to the CSO of The School District of Philadelphia (“School District”) setting forth the agreed terms and conditions of renewal; and

WHEREAS, members of the CSO staff have reviewed the Charter School's Application for Charter Renewal and the academic performance, organizational compliance and viability, and fiscal health and sustainability of the Charter School during the term of the current Charter and have recommended to the SRC that the SRC renew the Charter School’s Charter based on the materials and documents submitted and representations made by the Charter School, as presented in the Renewal Recommendation Report for the Charter School, and on the terms and conditions of the Charter Agreement signed by the Charter School; and

WHEREAS, the SRC has reviewed the Charter Agreement, the information received during the comprehensive renewal evaluation process, and the Renewal Recommendation Report for the Charter School; now be it

RESOLVED, that the SRC hereby ratifies the RENEWAL of the Charter School’s Charter, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year period commencing on July 1, 2017 and ending on June 30, 2022, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed to comply with certain performance requirements (“Performance Requirements”) as set forth below. Failure to comply with the Performance Requirements may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School comply with the

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Pennsylvania Public Official and Employee Ethics Act (“Ethics Act”) and the Pennsylvania Nonprofit Corporation Law of 1988 (“Nonprofit Law”). The Board of Trustees shall adopt a Conflicts of Interest policy that complies with the Ethics Act and the Nonprofit Law.

2. The Board of Trustees shall elect Board officers, shall hold Board members to established term lengths and limits, shall ensure that the Board has the minimum required number of Board members, and shall fill open Board seats in a timely fashion, in accordance with the Charter School’s Bylaws.
3. The Board of Trustees shall meet at least once during each full month when the Charter School is in session during the Term of this Charter. Failure to meet this requirement shall not in and of itself constitute grounds for nonrenewal or revocation of this Charter.
4. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law. Additionally, the Admissions Policy and Process:
 - (a) shall include provisions on: (i) application deadlines; (ii) enrollment preferences, order and allocation of preferences, and methods by which preferences would be identified; (iii) student recruitment procedures and communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, and to monitor any specified enrollment targets; (iv) lottery dates, and (v) communication of lottery results, in a form and with provisions that are acceptable to the Charter Schools Office;
 - (b) shall provide that the application will be available both on the Charter School’s website and in hard copy at the school in English, Spanish, and any additional language the Charter School deems appropriate;
 - (c) shall provide that families have at least six weeks to complete and return enrollment packets post-lottery acceptance;
 - (d) shall provide that an ordered, up-to-date waitlist be continuously maintained, reflecting at any given time the next eligible student to be offered admission in each grade served by the Charter School, identifying any applicable preference(s) for each student, and indicating the date any student is removed from the waitlist with the reason for removal;
 - (e) shall provide that if seats open during the school year for any grade served by the school or between school years for grades served other than the initial grade, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list; and
 - (f) shall provide that the Charter School shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after request by the Charter Schools Office.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

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5. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual Report, evidence that all professional staff providing educational services at the Charter School have all necessary licenses, certifications, qualifications and credentials required by this Charter and Applicable Laws, including without limitation the seventy-five percent (75%) certification requirement in accordance with the Charter School Law, and identify the number of all certified special education and English as a Second Language personnel with direct instruction responsibilities.
6. The Board of Trustees shall ensure that (i) all employees have required federal and state criminal and child abuse background checks during the term of the Charter; and (ii) copies of such background checks are kept in each employee's personnel file, along with each employee's complete timesheet records. Preferably, the annual financial audit will include an annual review of a sample of employee files for appropriate clearances and background checks. In the absence of such an annual audit identified in the annual financial audit, the Board of Trustees shall submit a signed affidavit to the Charter Schools Office annually upon request, pursuant to guidelines established by the Charter Schools Office, as evidence that the Charter School has complied with this requirement.
7. The Board of Trustees shall ensure that required payments to the Public School Employees' Retirement System ("PSERS") are made timely. If the Charter School fails to make timely payments to PSERS and that results in a reduction of the School District's basic education subsidy, the School District shall withhold such reduction in a future monthly per-pupil payment to the Charter School. Additionally, any failure to make required PSERS payments above a threshold established by the Charter Schools Office or in any amount repeatedly shall result in the issuance of a Notice of Deficiency to the Charter School.
8. The Board of Trustees shall submit to the Charter Schools Office signed, complete Statements of Financial Interest, pursuant to guidelines established by the Charter Schools Office. These documents are required by the Ethics Act and the Charter School Law to be completed annually for each trustee on the Board's roster for that school year.
9. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website and that any updates to the Board meeting schedule are posted timely. Furthermore, minutes from Board meetings shall be posted on the Charter School's website within two weeks of approval by the Board of Trustees, but not later than after the conclusion of a second consecutive board meeting after each meeting, and shall remain posted for a minimum of one year from date of Board meeting;

and be it

FURTHER RESOLVED, that the Charter School has agreed to comply with certain conditions for renewal ("Conditions for Renewal") based on the comprehensive renewal review by the CSO as set forth below. Failure to comply with the Conditions for Renewal as set forth below may be a basis for revocation or nonrenewal of the Charter School's Charter.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

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1. Timely and satisfactory resolution of any Compliance Requirements identified as being out of compliance, as denoted by an “X”, in the 2016-17 Renewal Recommendation Report, which shall be attached to the Charter as Exhibit G, for any of the eight (8) categories of Organizational Compliance and Viability: Special Education, English Language Learner, Student Enrollment, Student Discipline, Board Governance, Personnel, Food, Health and Safety, and Timely Reporting. If in the Charter Schools Office’s Annual Charter Evaluation or its successor, the Charter School receives a deficiency in any area that was identified deficient in the 2016-17 Renewal Recommendation Report for two (2) or more consecutive years during the Term of this Charter, the Charter Schools Office may use such a deficiency as grounds for recommending revocation or nonrenewal of the Charter School’s Charter.
2. As of the date of this Resolution, the Charter School has submitted its Code of Conduct to the Charter Schools Office confirming compliance with Applicable Laws, specifically Chapter 12 due process provisions, Truancy Act, and required manifestation determination procedures.
3. As of the date of this Resolution, the Charter School’s Board of Trustees has submitted to the Charter Schools Office a Conflict of Interest policy, approved by the Board, which minimally identifies a process to identify and disclose any potential conflicts and requires recusal of Board members with a direct or indirect interest in Board actions or contracts.
4. As of the date of this Resolution, the Charter School has published on its website the schedule of public meetings of the Board of Trustees for the 2017-18 school year including date, time, and location as well as the process for public comment which shall comply with the Sunshine Act and guidance provided by the Charter Schools Office;

and be it

FURTHER RESOLVED, that the School District and the Charter School have acknowledged and agreed that the Charter School will enroll students only in grades 9 through 12 with a maximum of 600 students during the Term of the Charter 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 nor enroll students in different grades including Kindergarten, without SRC approval by resolution; and be it

FURTHER RESOLVED, that the School District and the Charter School have acknowledged and agreed that the Charter School may not operate a daycare, early childhood or pre-Kindergarten program under this Charter and that Charter School funds may not be used to pay for or support employees, resources, facilities or other expenses related to a daycare, early childhood or pre-Kindergarten program; and be it

FURTHER RESOLVED, that the Charter School has agreed to the following provisions related to the School District’s performance framework and monitoring system for charter schools:

1. The Charter School agrees to participate in the School District’s charter school performance framework and monitoring system. The charter school performance

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framework includes an annual assessment of the Charter School's academic, financial, and organizational performance as well as compliance with Applicable Laws. Organizational performance includes, but is not limited to, a review of the Charter School's admissions and enrollment policies and practices, student discipline practices, special education programming, ELL programming, and Board of Trustees governance in order to assess compliance with the Charter and Applicable Laws, federal, state and local guidance, policies, and Charter Schools Office procedures. Financial performance includes, but is not limited to, a review of the Charter School's financial health and long-term sustainability, and generally accepted standards of fiscal management.

2. The Charter School agrees to provide or allow to be provided to the School District and the Charter Schools Office all records, including student level academic performance, necessary to properly assess the academic success, organizational compliance and viability, and financial health and sustainability of the Charter School under the charter school performance framework, timely and pursuant to Charter Schools Office procedures.
3. The Charter School acknowledges that achieving the performance objectives identified in the performance framework is critical to meeting the needs of public school students in Philadelphia. The Charter School shall actively monitor its own progress towards achieving objectives identified in the performance framework. The Charter Schools Office may also evaluate any or all of the performance domains – academic, organizational and financial – on an annual basis formally. If the Charter School continues to fail to meet standards for academic success, organizational compliance and viability, and/or financial health and sustainability, the Charter Schools Office may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School.
4. The Charter School agrees to adopt and administer the most current version of the PSSA assessments and the Keystone exams or other state-level identified or locally-approved assessment for student performance for grades and students as required by Applicable Laws, including without limitation the ESEA or subsequent laws.
5. The Charter School agrees to timely submit to, or grant permission for release pursuant to a memorandum of understanding or other document, to the School District all student level data required for assessment of academic performance as part of the charter school performance framework.
6. Data sources used by the Charter Schools Office to evaluate academic success may include, but are not limited to, student level data received from (i) the Charter School or from another entity under agreement with the Charter School, (ii) the School District's School Progress Report ("SPR") or its replacement, (iii) the Commonwealth's School Performance Profile ("SPP") or its replacement, (iv) the federal accountability SEA report card prepared by PDE, or its replacement; and (v) the National Student Clearinghouse.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

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7. For each year during the Term of this Charter, the Charter School shall achieve academic success as defined in the charter school performance framework, which may be updated annually by the Charter Schools Office. Any revision to the charter performance framework during the Term of this Charter shall be provided to the Charter School in writing and shall be published on the Charter Schools Office website. During the 2016-17 school year, academic success in the charter performance framework is minimally defined as: (i) meeting or exceeding the average proficiency of two of three comparison groups - the School District-operated schools, charter schools, and SPR Peer group schools - in Math, Reading/English Language Arts and Science on the PSSA or relevant Keystone exam for the same grade band, (ii) meeting or exceeding the statewide growth indicator as measured by the Average Growth Index (“AGI”) consistent with PDE's definitions, (iii) student attendance rates that are at or above the 50th percentile and improving during the term of the Charter, and (iv) if serving high school grades, having graduation rates that show evidence of improvement over the Term of the Charter (an increasing trend) and that meet or exceed the average rates of two of three comparison groups - School District-operated schools, charter schools, and SPR Peer group schools. Academic performance of students in historically underserved student subgroups is also evaluated to assess equity of outcomes for these students. Assessment of this is within the overall charter performance framework and may be in academic success and/or organizational compliance and viability.
8. For each year during the Term of this Charter, the Charter School shall achieve a ranking in the top two levels of the School District’s academic accountability performance system. If the Charter School achieves a ranking in the bottom two levels on the School District’s academic accountability performance system for charter schools during any year of the Term of the Charter, the School District may require that the Charter School meet certain specific student achievement targets and participate in ongoing progress monitoring.
9. To the extent that the Charter School must under the provisions of ESEA, ESSA or subsequent law, or any other Applicable Law, submit to any Commonwealth or federal agency an accountability plan (any such plan, a “School Level Plan”), then, not later than the date which is thirty (30) days after the submission of said School Level Plan to the agency requiring it, the Charter Board shall submit to the Charter Schools Office a true, correct and complete copy of its School Level Plan. The Charter School is required to comply with ESEA, ESSA and any other federal or state accountability requirements and must submit to the Charter Schools Office any and all school level plans, comprehensive plans and any other improvement plans.

SRC-13

Proposed Charter Amendment – KIPP West Philadelphia Charter School

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et seq.*, the School Reform Commission (“SRC”) granted a charter (“Charter”) to KIPP West Philadelphia Charter School (“Charter School” or “KIPP West”) to operate a public charter school for a three (3)-year period commencing on July 1, 2016; and

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

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WHEREAS, the Charter School opened and had its first year of operation in the 2016-2017 school year; and

WHEREAS, under the terms of the Charter School's Charter, the Charter School is only authorized to operate at a facility located at 5900 Baltimore Avenue, Philadelphia PA, 19143; and

WHEREAS, in January 2017, the Charter School notified the Charter Schools Office (“CSO”) that the Charter School proposed to relocate prior to the start of the 2017-2018 school year to a new facility and to vacate the Charter School’s current facility at 5900 Baltimore Avenue, Philadelphia, PA, 19143; and

WHEREAS, in May 2017, the Charter School submitted a written request to change the authorized location for the Charter School for the 2017-18 school year to the Thomas G. Morton School Annex (“Morton Annex”), located at 2412 South 62nd Street, Philadelphia, PA 19142 (“Amendment Request”); and

WHEREAS, on June 15, 2017, the SRC approved Resolution A-80, authorizing The School District of Philadelphia (“School District”) to license the Morton Annex, located at 2412 South 62nd Street, Philadelphia, PA 19142, to KIPP West for charter school purposes for a period of one year commencing on July 1, 2017 and ending on June 30, 2018; and

WHEREAS, as of August 14, 2017, the Charter School has submitted to the CSO the required documentation for the evaluation of the Amendment Request; NOW BE IT

RESOLVED, that the SRC hereby grants an Amendment to the Charter of KIPP West Philadelphia Charter School based on the representations, statements and materials contained in the Amendment Request and additional documents submitted by the Charter School to the CSO for the period commencing on August 17, 2017 and ending on June 30, 2018, solely to change the authorized facility/location of the Charter School to 2412 South 62nd Street, Philadelphia, PA 19142 and that all other terms and conditions in the Charter shall remain in full force and effect for the duration of the Charter Term, effective upon the full execution of an Amendment to the Charter 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.

SRC-14

Amendment to Notice of Revocation of Charter – Khepera Charter School

WHEREAS, the School Reform Commission (“SRC”) of The School District of Philadelphia (“School District”) approved Resolution SRC-17, on June 15, 2017 (“Resolution SRC-17”), to authorize a public hearing on the revocation of the Charter of KHEPERA CHARTER SCHOOL (“Khepera” or “Charter School”) upon the recommendation of the Charter Schools Office (“CSO”) of the School District that there are grounds for revocation of Khepera's Charter and termination of the charter agreement, pursuant to Section 1729-A(a) of the Charter School Law; and

WHEREAS, after the approval of Resolution SRC-17, the CSO has identified additional grounds for revocation of Khepera’s Charter and recommends that the SRC amend Resolution SRC-17 to include the following additional grounds for revocation of Khepera's Charter and termination of the charter agreement, pursuant to Section 1729-A(a) of the Charter School Law:

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

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1. During June, July and August, 2017, Khepera failed to provide Extended School Year (“ESY”) services for students enrolled at the Charter School during the 2016-2017 school year with an Individualized Education Program (“IEP”) requiring such ESY special education services.
2. Khepera failed to pay employees for wages earned during the 2016-2017 school year and failed to remit federal, state or local payroll taxes and union dues withheld from employees’ wages.
3. Khepera failed to meet generally accepted standards of fiscal management or audit requirements in that Khepera has failed to comply with federal grant requirements in connection with the receipt of Title I and Title II federal grants for some or all of the reasons set forth in a program review document issued by the Pennsylvania Department of Education, dated June 2, 2017.
4. Khepera failed to pay its vendors or creditors, including without limitation, General Healthcare Resources, Inc. for the provision of certified special education teachers, social workers and substitute teachers to the Charter School; so be it,

RESOLVED, that the SRC hereby amends Resolution SRC-17, approved on June 15, 2017, to include the additional grounds for revocation as set forth above; all other terms and conditions in Resolution SRC-17 shall remain in full force and effect.

II. EDUCATION SUPPORT SERVICES

Human Resources

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 July 31, 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.

A-2

Various Funds: \$1,607,360 Contract with Cornerstone OnDemand, Inc. – Professional Development and Evaluation Tool

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 Cornerstone OnDemand Inc. for the Professional Development & Educator Evaluation tool for teachers, principals and non-instructional professionals, for an amount not to exceed \$1,750,000, for the period commencing August 18, 2017 through June 30, 2022.

Description: Great schools have great teachers and leaders. To deliver on this promise of great schools for students and families, we must identify what great teachers and leaders are, evaluate teachers and leaders against core competencies and skills, and provide teachers and leaders with targeted professional development. Every year, the School District of Philadelphia evaluates and develops over 300 school leaders, 9,000 teachers, and 800 non-instructional staff members.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered “walk-on” resolutions.

Act 82, passed by the Pennsylvania Department of Education (PDE) in 2012, requires that all educators are evaluated on multiple measures of effectiveness. The Educator Effectiveness System established a statewide, comprehensive rating system for teachers, administrators and non-teaching professional employees based on traditional classroom observations and multiple measures of student achievement. Act 82 requires that the District establish and maintain a permanent record system containing ratings for each employee, as well as regular reporting of aggregate evaluation data results to PDE. To comply with these regulations, and facilitate a timely, high-quality educator evaluation system, the District requires a proven technology solution.

The product currently used by the School District of Philadelphia for educator evaluation and professional development will sunset in June 2018. In response, a cross-functional team of District staff has identified a vendor to replace the expiring product and transfer all existing data into the new system.

To select a qualified vendor, the District issued a request for proposal (RFP 534) on March 6, 2017. Five vendors submitted proposals to the district's Office of Procurement. Vendors were rated in areas of experience, expertise, technical & functional learning management and evaluation requirements, quality of services, pricing, and MWBE participation. The awarded vendor, Cornerstone OnDemand Inc., was selected based on an overall adherence to the services outlined in the RFP and scoring rubric. Cornerstone OnDemand Inc. has a proven track record of partnering with institutions to deliver programs and solutions that help leaders understand each employee's knowledge and abilities to easily and effectively: align organizational talent to institutional requirements; execute training and learning initiatives to address any skills gaps; and identify key successors for critical roles.

A robust technology solution is required to accommodate the large scale and scope of the District's evaluation and professional learning needs.

ABC Code/Funding Source	\$1,607,360.00
1100-069-9750-2298-3291 Operating FY-18 (\$259,320.00)	
334X-G69-9KS0-2272-3291 Title II FY-18 (\$259,320.00)	
1100-069-9750-2298-3291 Operating FY-19 (\$150,500.00)	
334X-G69-9KS0-2272-3291 Title II FY-19 (\$150,500.00)	
1100-069-9750-2298-3291 Operating FY-20 (\$150,500.00)	
334X-G69-9KS0-2272-3291 Title II FY-20 (\$150,500.00)	
1100-069-9750-2298-3291 Operating FY-21 (\$155,015.00)	
334X-G69-9KS0-2272-3291 Title II FY-21 (\$155,015.00)	
1100-069-9750-2298-3291 Operating FY-22 (\$159,665.00)	
334X-G69-9KS0-2272-3291 Title II FY-22 (\$159,665.00)	

A-3

Operating Budget: \$250,000 Amendment of Contract with Conner, Strong, and Buckelew – Benefits Consulting Services

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. 0406/F15, originally entered into with Conner, Strong and Buckelew, pursuant to Resolution No. A-21, approved by the School Reform Commission on October 16, 2014, as amended pursuant to Resolution No. A-2 approved by the School Reform Commission on September 17, 2015, and as amended pursuant to Resolution A-4 approved by the School Reform Commission on October, 13, 2016,

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

**A-40 and A-42 will be considered "walk-on" resolutions.*

by increasing the amount of the contract by an additional \$250,000 from the \$750,000 authorized by Resolutions A-21, A-2 and A-4, to an amount not to exceed \$1,000,000, and by extending the term of the contract from its amended expiration date of October 16, 2017 through October 16, 2018.

Description: A RFP was issued on July 30, 2014 for a Benefits Consultant. The purpose of this contract is to support all benefit analysis needed for contract negotiations with our labor unions, support the Office of Management and Budget providing critical data for financial reporting and assist the Benefits Office with respect to mandatory ACA reporting and other benefit plan recommendations and changes. The contract was awarded for one year with options for two one-year renewals. Both one-year renewal options have been exercised but we recommend amending the contract for one additional year due to CSB's integral involvement with the collective bargaining agreements and comprehensive analysis as well as the need for continuity of consulting services during this immediate time period. A RFP will be issued during the second quarter of 2018.

ABC Code/Funding Source	\$250,000.00
9009-087-self-59m9-3311 FY18 (\$177,500.00)	
9009-087-self-59m9-3311 FY19 (\$72,500.00)	

General Counsel

A-4

Operating Budget: \$332,737 Ratification of Closing Agreement with Commissioner of Internal Revenue – Erroneous Redemption of Bonds

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the General Counsel, of a Closing Agreement with the Commissioner of Internal Revenue, in resolution of issues raised during the examination of \$144,625,000 General Obligation Bonds, Series A of 2011 (QSCB - Federally Taxable - Direct Subsidy), a portion of which Bonds were erroneously redeemed by The Bank of New York Mellon Trust Company, N.A., as Sinking Fund Depository and Fiscal Agent for the Bonds, for an amount not to exceed \$332,737.

Description: On December 20, 2011, the School District issued its General Obligation Bonds, Series A of 2011 (Qualified School Construction Bonds-Federally Taxable-Direct Subsidy) (the "Bonds") in the principal amount of \$144,625,000. The Bonds mature in the full principal amount thereof on September 1, 2030.

The Bonds were issued pursuant to a Resolution SRC -1, approved by the School Reform Commission on November 21, 2011 (the "Resolution"). Pursuant to the Resolution, the School District appointed The Bank of New York Mellon Trust Company, N.A. to serve as Sinking Fund Depository and Fiscal Agent for the Bonds (the "Fiscal Agent"). On December 20, 2011, the School District and the Fiscal Agent entered into a Fiscal Agent Agreement, under which the Fiscal Agent accepted the trusts created by the Resolution and the duties and obligations of the Fiscal Agent as set forth in the Resolution and in the Fiscal Agent Agreement.

The Resolution provides that mandatory sinking fund installments be paid annually into the Sinking Fund for the Bonds (the "Sinking Fund") commencing September 1, 2014, to be held to pay the principal of the Bonds at maturity. Pursuant thereto, the School District transferred to the Fiscal Agent for deposit into the Sinking Fund on or before September 1, 2014, the sum of \$7,400,000.

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In violation of its duties and obligations under the Fiscal Agent Agreement and the Resolution, the Fiscal Agent caused Bonds in the principal amount of \$7,400,000 to be erroneously redeemed on September 1, 2014. The Fiscal Agent has acknowledged that the redemption of the Bonds was made in error and initiated procedures through the clearing house for the Bonds, to reverse the redemption and reinstate the Bonds as of the date of their redemption.

As of October 22, 2015, holders of \$6,860,000 in principal amount of the Bonds agreed to and have reinstated the Bonds owned by such holders, as of their date of redemption. The School District has made demand on the Fiscal Agent for indemnification for the erroneous redemption of the Bonds and for all costs and expenses incurred by the School District as a result thereof.

In its examination of the Bonds, the IRS asserted that the erroneous redemption by the Fiscal Agent of a portion of the Bonds and the subsequent reinstatement, constituted a reissuance of the reinstated Bonds, resulting in the permanent loss of the interest rate subsidy afforded to the Bonds which had been redeemed and reinstated.

ABC Code/Funding Source	\$332,737.00
1100-061-9370-2392-8211 Operating	

A-5

Withdrawn by Staff 8.17.17

Executive

A-6

Categorical/Grant Fund: \$128,700 Ratification of Acceptance of Grant from The Broad Foundation – Resident Positions

RESOLVED, that the School Reform Commission hereby ratifies the acceptance with appreciation by The School District of Philadelphia, through the Superintendent, of a grant in the amount of \$128,700 from The Broad Center to partially fund the salaries and benefits of two resident positions, for the period commencing July 1, 2017 through July 31, 2019.

Description: The Charter Schools Office and the Operations Division will be employing Broad Residents for the 2017-18 and 2018-19 school years. Broad residents are placed with a placement organization for a two year period in a leadership role to provide targeted expertise for key functional areas in a local or state educational agency. The Broad Center provides a rigorous professional development program and supports residents throughout the placement with training, coaching and peer supports to effectively serve the placement organization.

The Charter School Resident will serve in the position of Director, Strategy and Sustainability where she will be responsible for knowledge management, process and procedure documentation, short and long term strategic planning, and in coordination with the respective Program Managers, development of tools for fostering high quality charter schools. The Director, Strategy and Sustainability will report to the Executive Director of the Charter Schools Office.

The Operations Division Resident will serve as the Executive Director of Procurement where he will be responsible for obtaining quality goods and services at competitive prices from responsible suppliers in accordance with the Pennsylvania School Code and Board Policies. The Executive Director of

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**A-40 and A-42 will be considered "walk-on" resolutions.*

Procurement is also responsible for ensuring vendor diversity through oversight of the Small Business Development Unit and implementation of the District's Business Diversity Policy. The Executive Director of Procurement will report to the Chief Operating Officer.

A ratifying resolution is being submitted because the Residents were scheduled to start working for the District before the grant agreement with Broad could be finalized. Both positions are important to effective and efficient district operations. The District funding for the positions is available and is included in the approved FY2018 budgets of both offices.

ABC Code/Funding Source

\$128,700.00

A-7

Donation: \$350,000 Acceptance of Donation of Services from New Leaders, Inc. – Assistant Superintendent Development

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform a Memorandum of Understanding with New Leaders, Inc., for an intensive professional development program for Assistant Superintendents, valued at approximately \$350,000, for the period commencing August 18, 2017 through June 30, 2018.

Description: New Leaders will provide intensive professional development for the District's Assistant Superintendents through the 2017-18 school year. The development program will provide opportunities for guided practice, reflection and multiple sources of feedback. The specific activities will include Community of Practice ("CoP") sessions, learning walks, in-person observations, and individual check-ins.

The New Leaders program will formally kick-off in August 2017 with a full-day program overview and an initial CoP session. New Leaders will work with the School District to understand specific District programming and priorities, develop a sense of baseline skills and needs of the Assistant Superintendents, and align the program supports with other School District development and performance management activities.

Specifically, the development program will include:

1. Community of Practice (CoP) Sessions. There will be up to 12 sessions, including up to 9 sessions for Assistant Superintendents and up to 3 sessions for other School District executive leaders. This designated time is for Assistant Superintendents to engage in collegial, rigorous, transparent conversations and activities to support them to use data to diagnose and solve challenges, build common language around effective leadership and develop skills to support and develop school level leaders. These processes will:

- Help each individual and the group acquire core knowledge, skills and practices;
- Build collective capacity within the group and across the District; and
- Create a safe space where failure is an opportunity to grow and gain greater proficiency.

There is the potential for up to three sessions to be provided for School District executive leaders to support and strengthen the work with Assistant Superintendents. The District will work with New Leaders

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**A-40 and A-42 will be considered "walk-on" resolutions.*

to determine the best way to provide the Executive Leadership sessions.

2. Learning Walks. There will be up to 7 learning walks to build a common definition of effective leadership, practice evidence collection, and calibrate the use of rubrics and observation tools and assessments of school performance. In advance of a learning walk, the Assistant Superintendent who is working with the principal of the school presents the school's data as well as the principal's goals and evidence they have collected up to that point in the year. At this point, the rest of the community of practice asks questions to identify focus areas for the visit. The school visit begins with a meeting where the principal describes what the group can expect to see during the visit, recent data, and areas that the school team has focused on during professional learning sessions. The team divides into pairs or trios to visit bands of classrooms. Following the classroom walk-throughs, each team outlines the evidence they observed and then presents it out to the rest of the team. At this point, the group begins to make meaning of the data by asking: What are the trends the group observed? What are outstanding questions the group has for the building leader? From the observations collected, the team then identifies and prioritizes three to five areas of feedback that the principal supervisor will share back with the building leader.

3. Assistant Superintendent Observations (at least 2 per Assistant Superintendent). New Leaders will observe Assistant Superintendents in-person as they (1) provide feedback to principals and (2) provide coaching on improving quality and delivery. New Leaders will then provide Assistant Superintendents with individual feedback from the observations to improve their practice.

4. Individual Check-ins (up to 10 monthly check-ins per Assistant Superintendent). Each month New Leaders will meet virtually with each Assistant Superintendent. The purpose of these check-ins is to learn more about how the Assistant Superintendents believe their work is progressing, hear individual updates, and provide individual support. The check-in also serves as an opportunity for the Assistant Superintendents to seek confidential advice from New Leaders. In addition to providing individual support, New Leaders will use these calls to identify trends across schools and use the information gathered to set agendas and determine topics for future CoP sessions. Through these activities, New Leaders will differentiate the content to meet the needs of both veteran and new Assistant Superintendents, who are making the transition from a successful school leader to a School District leader.

5. Templates of protocols. New Leaders will provide templates of protocols, job aids, and similar materials to be used for collecting, synthesizing and analyzing data that will support the work of Assistant Superintendents.

ABC Code/Funding Source

\$350,000.00

A-8

Operating Budget: \$100,000 Contract with Cambridge Education – School Quality Reviews

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 Cambridge Education, to develop, manage, and execute a School Quality Review process to gather data and develop qualitative reports on school quality in support of the School District's System of Great Schools process, for an amount not to exceed \$100,000, for the period commencing September 1, 2017 through February 28, 2018.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

**A-40 and A-42 will be considered "walk-on" resolutions.*

Description: The School District of Philadelphia (the District) seeks to retain a consultant to conduct objective third party school quality reviews in a number of schools that have been identified as under-performing through the District's SGS process. The consultant's purpose will be to conduct an onsite review of school performance and to document and communicate the primary factors supporting and impeding learning at the school; to provide an orientation to the review process and associated rubrics for school principals; to produce a report outlining the factors that are supporting and impeding learning at each site; and to provide a macro-analysis of trends across school quality review sites for the District.

The visits will include the observation of teaching and staff meetings, conversations with staff, students and the principal, and reviews of school data and documents (including the school's comprehensive plan and most recent survey data). Based on reflections from last year's school quality review reports, the District has worked with the vendor to make enhancements to the report structure and content. Enhancements to the report structure will include but not be limited to:

- providing additional specific details in support of the major factors identified as supporting or impeding learning;
- adjusting the rubric to create a distinction between the operational management of the school and the instructional leadership of the school;
- providing additional details on each school's context, including student/teacher ratios and teacher vacancies;
- providing additional details about the quality review process at each school, including grade levels visited, number of classrooms visited, subject areas observed, and length of time of classroom visits; and,
- providing additional details on attendees at focus groups, including the number and roles of focus group attendees and the method by which they were selected.

The reviews will supplement other data that is available regarding school performance including summative data in the School Progress Report (SPR) and stakeholder feedback found in the annual District Surveys.

The consultant will not make recommendations regarding interventions. The reviews will be used to identify school strengths to build upon as well as to provide data to inform the District's selection of the strategic investments most likely to drive sustained school improvement.

ABC Code/Funding Source	\$150,000.00
1100-051-9020-2361-3311 Operating	

A-9

Operating Budget: \$70,000 Contract with Temple University - System of Great Schools Meetings
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 Temple University to lead the facilitation of several sessions designed to solicit feedback from school stakeholders, to record and analyze the feedback, and to produce a report synthesizing the input gathered from the community in support of the School District's System of Great Schools process, for an amount

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not to exceed \$70,000, for the period commencing September 1, 2017 through February 28, 2018.

Description: The School District of Philadelphia (the District) seeks a consultant to facilitate multiple community engagement sessions in a number of schools that have been identified as under-performing through the District's SGS process for the 2017-18 school year. As part of the SGS process, the consultant will meet with school stakeholders - including students, family members, staff, and community stakeholders - to gather input on each school's strengths, challenges, and opportunities for improvement. The consultant's purpose will be to facilitate community engagement meetings, systematically record feedback, provide raw data to the District, and produce a summative report listing major feedback trends. The consultant will work closely in partnership with the team leading SGS school quality reviews. The consultant will attend portions of the onsite school quality review to develop a clear context of the school and its successes and needs. The consultant will use information gathered during the school quality review to inform its focus areas for town halls and focus group sessions. The consultant will also collaborate with the school quality review team in the drafting of the final report.

The District plans to host at least five opportunities at each school for families and community stakeholders to provide feedback. These opportunities would include (but not necessarily be limited to)

- an introductory community meeting to share a rationale for the school's selection into the SGS process, possible outcomes of the SGS process, and a timeline for decision-making; and to solicit input on the school's strengths and opportunities from attendees;
- two focus group meetings for family members that are representative of a diverse cross-section of the student body; and
- a town hall meeting to solicit further feedback in support of gathering a comprehensive and multi-perspective view of the school's strengths and opportunities for improvement; and
- a feedback and findings meeting to share with the community what information was gathered during the engagement process and to solicit final input into the improvement process.

This feedback from school stakeholder groups will supplement other data that is available regarding school performance including summative data in the School Progress Report (SPR) and stakeholder feedback found in the annual District Surveys. This collection of information will be used to inform investments and interventions that will be made to accelerate student performance at each school. The consultant will not make recommendations regarding interventions. The stakeholder feedback will be used to identify school strengths to build upon as well as to provide data to inform the District's selection of the strategic investments most likely to drive sustained school improvement.

ABC Code/Funding Source	\$70,000.00
1100-051-9020-2361-3311 Operating	

A-10

Operating Budget: \$1,307,000 Contract with School Support Services Partners for SGS Intervention Schools

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts separately with

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

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Achievement Network, American Institutes of Research, Bloom Planning, Community Training and Assistance Center, Generation Ready, Johns Hopkins University, SchoolKit, TNTP, 2Revolutions and University of Pennsylvania Graduate School of Education, to support District schools requiring additional support services as determined through the System of Great Schools (SGS) process, for an aggregate amount not to exceed \$750,000, for the period commencing July 1, 2018 through June 30, 2019; and be it

FURTHER 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 contracts originally entered into with Achievement Network, American Institutes of Research, Bloom Planning, Community Training and Assistance Center, Generation Ready, Johns Hopkins University, SchoolKit, TNTP, 2Revolutions and University of Pennsylvania Graduate School of Education pursuant to this Resolution, to provide additional services to District schools as determined through the District's SGS process, by increasing the aggregate amount of the contracts by an additional \$1,500,000, from the \$750,000 approved by this Resolution, to an aggregate amount not to exceed \$2,250,000, and by extending the terms of the contracts from their original scheduled expiration date of June 30, 2019 through June 30, 2021.

Description: The School District of Philadelphia (the District) seeks to provide support services in a number of schools that have been identified as under-performing through the District's SGS process for the 2017-18 school year. The services to be provided were described in detail through a competitive Request for Qualifications process (RFQ-172) posted by the District's Office of Procurement in the Spring of 2017. The categories of services included:

- School visioning
- Concept development and instructional design
- Leadership team development
- Instructional coaching

The District received 14 responses to the RFQ. A team comprised of principals, assistant superintendents, and district personnel from the offices of Academic Supports; School Improvement and Innovation; and Evaluation, Research, and Accountability reviewed and scored each of the proposals. Ten organizations met the qualifying score to move forward as qualified candidates eligible to support a school or schools involved in the SGS process.

The following are the organizations that were qualified through the RFQ process:

- Achievement Network
- American Institutes of Research
- Bloom Planning
- Community Training and Assistance Center
- Generation Ready
- Johns Hopkins University
- SchoolKit
- TNTP
- 2Revolutions
- University of Pennsylvania Graduate School of Education

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

**A-40 and A-42 will be considered "walk-on" resolutions.*

For each school identified in need of an intervention as part of the SGS process, the District will conduct a needs assessment in the fall of 2017 that will include a review of recent school data, a school quality review, and feedback from community stakeholders. Based on the results of the needs assessment, the District may match a school or schools with the qualified partner that is best able to support the school to address the identified areas of need. The District will work with the partner and the school to craft a school-specific proposal once the appropriate needs and levels of service have been identified. The partner will support the school through the 2017-18 school year, after which the school and the District will review the efficacy of the partnership and make a decision about whether or not to extend the partnership for additional years.

ABC Code/Funding Source	\$750,000.00
1100-051-9020-2361-3311 Operating	

External Relations

A-11

Operating Budget: \$39,900 Ratification of Contract with DT Firm – General Government Affairs Consultation

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Chair of the School Reform Commission, of a contract with The DT Firm to provide general government affairs advice with the goal of advancing School District of Philadelphia priorities, for an amount not to exceed \$39,900, for the period commencing May 1, 2017 and ending October 31, 2017.

Description: The DT Firm will provide consult services to support the School District's governmental relations with public officials and perform general lobbying activities with the goal of increasing funding for the School District of Philadelphia and building positive legislative relationships.

ABC Code/Funding Source	\$39,900.00
1100-051-9140-2853-3291 FY17 (\$19,950.00)	
1100-051-9140-2853-3291 FY18 (\$19,950.00)	

Finance

A-12

Recommendation to the Board of Directors of City Trusts – 2017-2018

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee to provide formal written recommendations to the Board of Directors of City Trusts of the recipients of awards from Simon Gratz Teachers Fund and to authorize payments from the Fund, in an amount not to exceed \$100,000 for the fiscal year ending June 30, 2017; and be it

FURTHER RESOLVED, that the School Reform Commission recognizes the confidential nature of the information provided by individuals throughout the application and selection process and accordingly, the names of the recipients when determined will not be published.

Description: The Simon Gratz Teachers Fund (The Fund) is held in trust by the Philadelphia Board of Directors of City Trusts.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

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The Fund was established in 1926 by the Last Will and Testament of Simon Gratz for the purpose of affording financial relief in special cases for teachers and clerical assistants currently employed or who were employed in the public schools of Philadelphia and who are in need of financial assistance. Each year, the Philadelphia Board of Directors of City Trusts informs the School District of the amount of funds available for distribution and award for the current calendar year.

Consequently, the Office of Grant Fiscal Services allocates and awards fund to recipients throughout the fiscal year and has received an initial request for funds for the current fiscal year.

ABC Code/Funding Source \$100,000.00

Student Support Services

A-13

Memoranda of Understanding with Various Post-Secondary Institutions – Social Work Student Placements

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia through the Superintendent or his designee, to execute deliver and perform Memoranda of Understanding with the post secondary institutions listed below for social work student placement agreements, at no cost to the School District, for the period commencing August 18, 2017: Bryn Mawr College; Kutztown University; Reading Program at Alvernia; Marywood University; Millersville University; West Chester University; Widener University; Temple University; Rutgers University; and University of Pennsylvania.

Description: The Office of Student Support Services is proposing to enter into agreements at no cost to the District with colleges and universities to provide social work students placements in District schools.

ABC Code/Funding Source N/A

A-14

Operating Budget: \$339,500 Contract with Philadelphia Outward Bound – 9th Grade Academy Program

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 Philadelphia Outward Bound Center to provide leadership and character development, teamwork, communication skills, and service learning through adventure-based experiential and expeditionary education programs for the 9th grade academy, for an amount not to exceed \$339,500, for the period commencing July 1, 2017 through June 30, 2018.

Description: This new program will provide experiential learning opportunities that inspire the outcomes of character, leadership and service to incoming 9th grade students and educators as part of the 9th Grade Academy. This year POBS will expand its partnership with the school district to provide programs and supports that address the unique needs of freshman students as part of the 9th Grade Academy program. Over the next three years, from 2017 through 2020, the Philadelphia Outward Bound School will develop and implement, expanding year over year, a program that will eventually provide 53 Philadelphia public high schools with experiential learning programs for 9th grade students and teachers.

Outward Bound is an innovative experiential and outdoor educational organization that inspires character development, leadership, and service in all of its students/participants. Participating schools will follow a progression of facilitated leadership and teambuilding programming that will focus on character building,

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peer leadership skill building and introducing tools for communication and peer support. One-day programs will take place at Philadelphia Outward Bound School facilities in Fairmount Park and at schools for intensive, leadership programming. Longer, multi-day expeditions will venture to POBS wilderness course areas in the Delaware Water Gap or along the Appalachian Trail or Circuit Trail network in PA/NJ.

ABC Code/Funding Source	\$339,500.00
1100-007-9KN0-2122-3000 Operating	

A-15

No Cost Contracts with Universities, Educational Agencies and Hospitals – Student Health Interns and Practicums

RESOLVED, that the School Reform Commission authorizes, The School District of Philadelphia through the Superintendent or his designee, to execute, deliver and perform contracts with the following schools, educational institutions and hospitals: The Children's Hospital of Philadelphia, Community College of Philadelphia, Gwynedd-Mercy College, Philadelphia University, Tenet Healthsystem St. Christopher's Hospital for Children, Eastern University, LaSalle University, Temple University, Drexel University, University of Pennsylvania, Villanova University, Thomas Jefferson University, Salus University PA College of Optometry, Harcum College, Aria Health Frankford School of Nursing, Kutztown University; University of Pittsburg; University of Massachusetts- Boston; Dominican College; Hunter College of the City College of NY; Teachers College, Columbia University; Ohio State University, Gallaudet University; McDaniel College; The College of New Jersey; Canisius College; Hunter College, CUNY; National Technical Institute for the Deaf (NTID); Barton College; Lenoir-Rhyne University; University of North Carolina at Greensboro; Kent State University; Saint Joseph's University; Radford University, George Washington University, Howard University, University of the District of Columbia, Loyola University Maryland, Towson University, University of Maryland (College Park), Boston University, Emerson College, MGH Institute of Health Professions, Northeastern University, University of Massachusetts, Amherst, Worcester State University, Kean University of New Jersey, Montclair State University, Richard Stockton College of New Jersey, Seton Hall University, William Paterson University of New Jersey, Adelphi University, Buffalo State College, College of Saint Rose, CUNY, Brooklyn College, CUNY, Lehman College, CUNY, Queens College, Hofstra University, Ithaca College, LIU Brooklyn, LIU Post, Mercy College, Molloy College, Nazareth College of Rochester, New York Medical College, New York University, St. John's University, SUNY at Buffalo, SUNY at Cortland, SUNY at Fredonia, SUNY at New Paltz, SUNY at Plattsburgh, Syracuse University, Teachers College, Columbia University, Touro College, Bloomsburg University of Pennsylvania, California University of Pennsylvania, Clarion University of Pennsylvania, Duquesne University, East Stroudsburg University, Edinboro University of Pennsylvania, Indiana University of Pennsylvania, Marywood University, Misericordia University, Pennsylvania State University, University of Pittsburgh, West Chester University, and other qualifying medical schools, nursing schools, educational institutions, hospitals, schools of public health, colleges and universities, to permit qualifying students of nursing, school psychology, mental health, behavioral counseling and therapy, behavior analysis, occupational therapy, physical therapy, hearing therapy, vision therapy, speech/language therapy, other related therapeutic services, and social work to be assigned to various District schools and central administration offices for the purpose of receiving practicum/intern experiences and satisfying academic practicum requirements, under the supervision of District personnel for the purposes of assisting and supporting school nurses, teachers, social workers, school counselors, related services providers, therapists, behavioral shapers, mental health providers, behavioral experts, and Board Certified Behavior Analysts

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

**A-40 and A-42 will be considered "walk-on" resolutions.*

with school health, educational, behavioral, and therapeutic programs and services that support teaching and learning, and for the purpose of providing assistance to health and behavioral education instructors in the delivery of health education curriculum, and introducing and exposing students to careers and studies in allied health and social work professions that they may enter after having graduating from high school, at no cost to the School District for the period commencing September 1, 2017 through June 30, 2018.

Description: The Office of Student Support Services shall provide placements, internships and practicum programs for students enrolled in colleges and universities that offer educational programs in nursing, therapeutic related services, behavioral therapy, medical clinical, public health, and social work. These practicum and intern experiences come at no cost to the District. University health students placed in schools through this program, shall learn the roles and responsibilities of school nurses, related services therapists, health educators, social workers, and school administrators and how these instructional and non-instructional services support teaching and learning resulting in improved student health and academic achievement. Practicum and internship programs provide District nurses and other health related staff with crucial assistance and support. In addition, these programs have proven to be an excellent method to recruit highly qualified health professional graduates, who are committed to District students, for positions that are often difficult to fill.

The university health student's placement is approved by school principals or the principal's appointed designee. The location or placement of the university health student is determined by Student Support Services in collaboration with the Student Placement Coordinator of each college or university. The Office of Student Support Services shall place students in elementary, middle and high schools that are under performing academically, and are in need of additional supportive services and staff.

School District clinical personnel will provide instruction, and support to the university health students and ensure that they are completing their course work, while the university health students are providing assistance to school nurses and therapists, by increasing productivity in school health mandated programs. University health students will provide support to school nurses to complete mandated State screenings and to conduct educational programs for students about the importance of having a medical facility where they can receive services in various areas of vision, oral health, and primary medical services.

University health students will also provide assistance to health education instructors by supporting the health education curriculum in the classroom and teaching District students how to take ownership of their health and become good consumers of healthcare services, as well as the benefits of maintaining a healthy lifestyle. University health students placed in high schools will specifically concentrate in the area of sexual education. The District currently collaborates with the Philadelphia Department of Public Health (PDPH) to conduct STD screening for Gonorrhea and Chlamydia in high schools students. Out of 40% of District students who participate in the program, approximately 7% test positive for sexually transmitted diseases in initial screening, less than half of these students participate in the voluntary rescreening process; and between 14% and 30% of these students become re-infected. University health student interns will work with health educators, school nurses and PDPH to increase educational awareness about re-infection of sexually transmitted diseases, increase the rescreening rate, and to reduce the rate of re-infection in high school students. Placement of the university health students in District schools also increases students' awareness of careers in allied health professions such as nursing, occupational and physical therapy careers in public health.

The participating colleges, universities, hospitals and schools of nursing have current or previous

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relationships with the District and are located within or near the Philadelphia area. The student placement coordinators of each college or university will work with the participating District schools to place approximately 50 university health students in 25 elementary, middle and high schools throughout the city with priority given to the schools that are under performing academically. The student placement coordinators of each college or university will ensure that students have taken the appropriate prerequisites and follow District policies and regulations, and possess the necessary clearances before participating in a clinical rotation within District schools.

The District will ensure that participating universities maintain appropriate liability insurance that is approved by the District's Office of Risk Management. In order to monitor the relationship between the School District and the educational institutions, the school principal and Student Support Services will receive the following information from each educational institution: course outline, the name of the educational institution's instructor, the names of all students placed in the schools, placement dates, and executed confirmation that students have all the necessary background clearances (Child Abuse Clearance, Criminal Background Check, FBI Clearance), and health certification including results of tuberculin testing.

ABC Code/Funding Source

N/A

A-16

Categorical/Grant Fund: \$50,000 Grant Acceptance from the Christopher Ludwick Foundation – Temporary Financial Assistance

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia through the Superintendent or his designee, to accept, if awarded, a grant from the Christopher Ludwick Foundation, for an amount not to exceed \$50,000, to provide temporary financial assistance to families experiencing a crisis or sudden hardship, for the period commencing September 1, 2017 through June 30, 2018

Description: The purpose of this grant is to offer a full array of supportive services, as needed, to students and their families to ensure full participation in their education. The Ludwick Foundation fund supplements unexpected school-related expenses during family emergencies. Schools can apply for these funds from the Office of Student Enrollment and Placement for students who have urgent needs to minimize disruptions in their education and remove barriers that impede academic achievement.

A student actively attending a Philadelphia public school (grades K-12) is eligible for emergency funds if he/she is experiencing a crisis or sudden hardship that negatively impacts the family's income. Examples are: a recent loss or death of a family member, fire or other damage to personal property, homelessness, recent loss of income, sudden illness of a family member, unexpected medical bills, and theft of personal property in school. Students apply through the school counselor or principal designee via an application process. Information about these funds is communicated to schools via the Principals Information Board (PIB), resource center updates, and professional development sessions to any/all stakeholders. Further, counselors receive this information at their scheduled meetings, through e-mail and through mailings.

Students may receive a maximum of \$100.00 per calendar year, but may reapply if there are extenuating circumstances such as a house fire, a new significant family hardship such as parental loss of employment, or other family emergencies that cause a barrier to learning. The average grant amount that a student receives is \$75.00.

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This is a recurring grant that serves students from grades K through 12. No matching funds are required from the School District. Any remaining funds are utilized the next academic school year.

ABC Code/Funding Source \$50,000.00

A-17

Categorical/Grant Fund: \$90,000 Contract with Forman Mills – Purchase of Uniforms for Homeless Students

RESOLVED, that the School Reform Commission hereby authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with Forman Mills to purchase uniforms for students experiencing homelessness, for an amount not to exceed \$90,000, for the period commencing August 18, 2017 through June 30, 2018.

Description: The School Reform Commission has adopted a school uniform policy for all students. Uniforms must be worn every day, starting the first day of school in September. The District expects every student to be properly groomed and dressed for school. Dressing in an appropriate manner helps to prepare students for the working world. The uniform policy is strictly enforced in order to maintain an educational atmosphere and safe environment for all.

Homeless families often cannot afford to purchase uniforms throughout the year, as they may be living in emergency housing or other displaced familial arrangements. When uniform vouchers are readily available for these families, it removes the barrier for this population of students attending school regularly. The percentage of students who are truant remains higher for homeless students than domiciled students. Therefore, establishing a system to supply vouchers throughout the year is paramount to supporting homeless students' achievement of academic success and schools reaching adequate yearly progress.

During the 2007-2008 school year, 1,270 students received uniform assistance. To date in 2017, over 1,600 students have received uniform assistance. The goal is to supply at least four (4) uniforms (4 pairs of pants, 4 shirts/blouses, and 2 sweaters) for each student per year. Several emergency housing facilities have reported an increase in attendance at school because students have been more inclined to attend school when they are in full uniform.

To ensure all students and their families are aware of this assistance, schools may send a letter to the parents/guardians of all students requesting that they contact the school for help in obtaining uniforms. Homeless students or parents of homeless students can then apply for uniform assistance from their school counselor, who is the point person in each school. Schools may contact the Office of Student Enrollment and Placement to request assistance for the purchase of uniforms.

The Office of Student Enrollment and Placement used three competitive solicitations to obtain vendors who will supply the goods as described in this resolution. RFQ0100, RFQ0105 were issued during the 2013-2014 school year and RFQ0126 was issued for the 2014-2015 school year. Forman Mills was the vendor that was selected. This is a 3 year solicitation bid that ends June 30, 2017, with the option to extend for one year. We are requesting that extension.

ABC Code/Funding Source \$90,000.00
201X-G58-9210-1101-8914 Title I

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered "walk-on" resolutions.

A-18**Donation: \$30,000 Acceptance of Donation of In-Kind Services from Education Works**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation from Education Works the donation of in-kind services, valued at \$30,000, to be used to implement Youth Court at two middle schools, Harding Middle School and Wilson Middle School, for the period commencing August 18, 2017 through June 30, 2018.

Description: EducationWorks, through its partnership with Philadelphia Community Youth Court, trains school-based staff and students in grades 6 through 12 in its Youth Court model to provide an alternative disciplinary program for students who break minor school rules. Youth Court will be implemented in two middle schools in the School District of Philadelphia.

Through Youth Court, students have a trial before their peers for offenses such as truancy, disruptive behavior in school, theft, profanity and other similar offenses. In trial-like proceedings, students serve as judges, jury members, and attorneys and impose restorative dispositions such as written letters of apology, or community service, research projects. Youth Courts uphold the disciplinary policies and procedures of the school using restorative practice as a vehicle to repair harm done to the school community. Youth Court promotes self-reflection and self-correction using a peer-to-peer model and subsequently promotes changes in student and adult thinking and behavior.

EducationWorks Youth Court program fosters in youth a respect for the rules of law, helps develop positive citizenship attitudes, encourages civic engagement, and promotes educational success. Youth Court provides a peer-driven mechanism that allows young people to take responsibility for their actions, be held accountable and make restitution via positive peer pressure. Additionally, youth learn the roles and responsibilities of the various parts of the judicial system. Youth act as law enforcement professionals such as attorneys, clerks, bailiffs and judges to gain experiential knowledge of the justice system. Participating youth acquire a considerable knowledge base of the justice system thus paving a path for academic and career-building opportunities. EducationWorks will deploy one to two trainers and provide a six (6) week Youth Court training series to one (1) school-based Youth Court Facilitator and twelve (12) to sixteen (16) students. Participants will receive sixteen (16) hours of training in four (4) core areas: Core I Principle of Restorative Justice, Core II Public Speaking, Core III Unified Judicial System of Pennsylvania, Core IV Youth Court Process. As an accompaniment to training partner schools receive a Youth Court handbook specifically tailored to each schools' discipline policies and procedures. Upon successful completion of the Youth Court training core modules the facilitator and each participating student receives certification to serve dually on their school based youth court and the larger Greater Philadelphia Youth Court. EducationWorks will provide ongoing support and oversight through one (1) site visit per month for five (5) months following the initial training period at which time, feedback and additional coaching will be provided. Additionally, each facilitator will have phone and/or online support for the duration of the contract term. EducationWorks will also recruit and train volunteers (teachers, law professionals and law students) to support each schools' Youth Court.

ABC Code/Funding Source

\$30,000.00

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered "walk-on" resolutions.

Operations

A-19

Capital Fund: \$6,676,900 Capital Awards I

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform contracts separately with the lowest responsible bidders identified in the attachment, for an aggregate amount not to exceed \$6,676,900, for the period commencing August 18, 2017 through completion of the projects.

Description:

Spec: B-012 C
of 2015/16 General Contract - Elevator Alterations
Lewis Elkin Elementary School - 3199 D Street
J. Mann-R. Finley, Inc. (W) - \$304,900.00
Feasterville, Pennsylvania 19053
ABC Code: 8Q16 065 5260 4628 4541 09
Total Aggregate M/WBE Participation: 100.0%

This contract covers the labor, material, and equipment necessary for alterations of the existing traction elevator at this location.

The bids for this project were publicly advertised on 5/5/2017, 5/10/2017, and 5/12/2017 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 6/6/2017. After review of the bids and a de-scoping meeting it was determined that J. Mann-R. Finley, Inc. was the lowest responsible bidder with a bid of \$304,900.00.

The Facilities Condition Index (FCI) at this location is 53.41%. The School Progress Report (SPR) at this location is 40.

Spec: B-013 C
of 2015/16 Electrical Contract - Elevator Alterations
Lewis Elkin Elementary School - 3199 D Street
Hyde Electric Corporation - \$64,800.00
Philadelphia, Pennsylvania 19129
ABC Code: 8Q16 065 5260 4628 4561 09
Total Aggregate M/WBE Participation: 0.0%

This contract covers the labor, material, and equipment necessary for alterations of the existing traction elevator at this location.

The bids for this project were publicly advertised on 5/5/2017, 5/10/2017, and 5/12/2017 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 6/6/2017. 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 \$64,800.00.

The Facilities Condition Index (FCI) at this location is 53.41%. The School Progress Report (SPR) at this

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location is 40.
Spec: B-020 C
of 2016/17 Electrical Contract - Fire Alarm System Replacement
William H. Loesche Elementary School - 595 Tomlinson Road
Hyde Electric Corporation - \$295,000.00
Philadelphia, Pennsylvania 19129
ABC Code: 8Q16 065 8440 4625 4561 10
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 5/26/2017, 5/31/2017, and 6/2/2017 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 6/27/2017. 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 \$295,000.00.

The Facilities Condition Index (FCI) at this location is 51.90%. The School Progress Report (SPR) at this location is 69.

Spec: B-034 C
of 2015/16 General Contract - Elevator Replacement
Thomas Alva Edison / John C. Fareira High School - 151 West Luzerne Street
J. Mann-R. Finley, Inc. (W) - \$753,700.00
Feasterville, Pennsylvania 19053
ABC Code: 8Q16 065 5020 4628 4541 30
Total Aggregate M/WBE Participation: 100.0%

This contract covers the labor, material, and equipment necessary for alterations of the two existing traction elevators at this location.

The bids for this project were publicly advertised on 5/19/2017, 5/24/2017, and 5/26/2017 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 6/27/2017. After review of the bids and a de-scoping meeting it was determined that J. Mann-R. Finley, Inc. was the lowest responsible bidder with a bid of \$753,700.00.

The Facilities Condition Index (FCI) at this location is 24.68%. The School Progress Report (SPR) at this location is 11.

Spec: B-035 C
of 2015/16 Electrical Contract - Fire Alarm System Replacement
Thomas Alva Edison / John C. Fareira High School - 151 West Luzerne Street
Hyde Electric Corporation - \$1,788,000.00
Philadelphia, Pennsylvania 19129
ABC Code: 8Q16 065 5020 4625 4561 10
Total Aggregate M/WBE Participation: 15.0%

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered "walk-on" resolutions.

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 5/19/2017, 5/24/2017, and 5/26/2017 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 6/27/2017. 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 \$1,788,000.00.

The Facilities Condition Index (FCI) at this location is 24.68%. The School Progress Report (SPR) at this location is 11.

Spec: B-070 C

of 2016/17 Electrical Contract - Fire Alarm System Replacement

Mary McLeod Bethune Elementary School - 3301 Old York Road

Hyde Electric Corporation - \$297,900.00

Philadelphia, Pennsylvania 19129

ABC Code: 8Q16 065 7510 4625 4561 10

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 5/5/2017, 5/10/2017, and 5/12/2017 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 6/6/2017. 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 \$297,900.00.

The Facilities Condition Index (FCI) at this location is 35.31%. The School Progress Report (SPR) at this location is 13.

Description of Project:

Spec: B-073 C

of 2016/17 Electrical Contract - Fire Alarm System Replacement

Horatio B. Hackett Elementary School - 2161 East York Street

Hyde Electric Corporation - \$199,400.00

Philadelphia, Pennsylvania 19129

ABC Code: 8Q16 065 5300 4625 4561 10

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 5/26/2017, 5/31/2017, and 6/2/2017 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 6/27/2017. After review of the bids and a de-scoping meeting it was determined that

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Hyde Electric Corporation was the lowest responsible bidder with a bid of \$199,400.00. The Facilities Condition Index (FCI) at this location is 36.15%. The School Progress Report (SPR) at this location is 68.

Spec: B-111 C
of 2016/17 General Contract - Roof Replacement
William H. Loesche Elementary School - 595 Tomlinson Road
Robert Ganter Contractors, Inc. (W) - \$2,614,000.00
Quakertown, Pennsylvania 18951
ABC Code: 8Q16 065 8440 4637 4541 06
Total Aggregate M/WBE Participation: 100.0%

This contract covers the labor, material, and equipment to necessary for the selective building restoration and roof replacement at this location.

The bids for this project were publicly advertised on 5/26/2017, 5/31/2017, and 6/2/2017 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 6/27/2017. After review of the bids and a de-scoping meeting it was determined that Robert Ganter Contractors, Inc. was the lowest responsible bidder with a bid of \$2,614,000.00.

The Facilities Condition Index (FCI) at this location is 51.90%. The School Progress Report (SPR) at this location is 69.

Spec: B-112 C
of 2016/17 Mechanical Contract - Roof Replacement
William H. Loesche Elementary School - 595 Tomlinson Road
Five Star, Inc. - \$223,000.00
West Chester, Pennsylvania 19380
ABC Code: 8Q16 065 8440 4637 4591 06
Total Aggregate M/WBE Participation: 15.0%

This contract covers the labor, material, and equipment necessary for the mechanical work associated with the selective building restoration and roof replacement at this location.

The bids for this project were publicly advertised on 5/26/2017, 5/31/2017, and 6/2/2017 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 6/27/2017. After review of the bids and a de-scoping meeting it was determined that Five Star, Inc. was the lowest responsible bidder with a bid of \$223,000.00.

The Facilities Condition Index (FCI) at this location is 51.90%. The School Progress Report (SPR) at this location is 69.

Spec: B-113 C
of 2016/17 Plumbing Contract - Roof Replacement
William H. Loesche Elementary School - 595 Tomlinson Road

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

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Carolina Plumbing & Heating, Inc. (M) - \$136,200.00
 Philadelphia, Pennsylvania 19131
 ABC Code: 8Q16 065 8440 4637 4551 06
 Total Aggregate M/WBE Participation: 100.0%

This contract covers the labor, material, and equipment necessary for the plumbing work associated with the selective building restoration and roof replacement at this location.

The bids for this project were publicly advertised on 5/26/2017, 5/31/2017, and 6/2/2017 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 6/27/2017. After review of the bids and a de-scoping meeting it was determined that Carolina Plumbing & Heating, Inc. was the lowest responsible bidder with a bid of \$136,200.00. The Facilities Condition Index (FCI) at this location is 51.90%. The School Progress Report (SPR) at this location is 69.

ABC Code/Funding Source	\$6,676,900.00
8Q16-065-8440-4625-4561 Capital (\$295,000.00)	
8q16-065-7510-4625-4561 Capital (\$297,900.00)	
8q16-065-5300-4625-4561 Capital (\$199,400.00)	
8Q16-065-8440-4637-4541 Capital (\$2,614,000.00)	
8Q16-065-8440-4637-4591 Capital (\$223,000.00)	
8Q16-065-8440-4637-4551 Capital (\$136,200.00)	
8Q16-065-5260-4628-4541 Capital (\$304,900.00)	
8Q16-065-5260-4628-4561 Capital (\$64,800.00)	
8Q16-065-5020-4628-4541 Capital (\$753,700.00)	
8Q16-065-5020-4625-4561 Capital (\$1,788,000.00)	

A-20

Capital Fund: \$789,375 Capital Awards II – Ratification of Contracts – Overbrook High School Digital Media Lab Renovation

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent, of contracts separately with the lowest responsible bidders, TE Construction Services LLC (general contract), for an amount not to exceed \$381,375, Allstates Mechanical, Ltd. (mechanical contract) for an amount not to exceed \$193,000, and Hyde Electric Corporation (electrical contract), for an amount not to exceed \$215,000, for an aggregate amount not to exceed \$789,375, for the period commencing June 30, 2017 through completion of the project.

Description:

Spec: B-060 C
 of 2016/17 General Contract - Digital Media Lab Renovations
 Overbrook High School - 5898 Lancaster Avenue
 TE Construction Services, LLC - \$381,375.00
 Warminster, Pennsylvania 18974
 ABC Code: 8D16 065 4020 4658 4541 16
 Total Aggregate M/WBE Participation: 35.5%

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered "walk-on" resolutions.

This contract covers the labor, material, and equipment necessary for a new digital media CTE lab at this location. The Facilities Condition Index (FCI) at this location is 50.50%. The School Progress Report (SPR) at this location is 9.

The bids for this project were publicly advertised on 5/26/2017, 5/31/2017, and 6/2/2017 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 6/27/2017. After review of the bids and a de-scoping meeting it was determined that TE Construction Services, LLC was the lowest responsible bidder with a bid of \$381,375.00.

The Facilities Condition Index (FCI) at this location is 50.50%. The School Progress Report (SPR) at this location is 9.

Description of Project:

Spec: B-061 C
of 2016/17 Mechanical Contract - Digital Media Lab Renovations
Overbrook High School - 5898 Lancaster Avenue
Allstates Mechanical, Ltd. - \$193,000.00
Boothwyn, Pennsylvania 19061
ABC Code: 8D16 065 4020 4658 4591 16
Total Aggregate M/WBE Participation: 17.4%

This contract covers the labor, material, and equipment necessary for the mechanical work associated with the new digital media CTE lab at this location.

The bids for this project were publicly advertised on 5/26/2017, 5/31/2017, and 6/2/2017 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 6/27/2017. After review of the bids and a de-scoping meeting it was determined that Allstates Mechanical, Ltd. was the lowest responsible bidder with a bid of \$193,000.00.

The Facilities Condition Index (FCI) at this location is 50.50%. The School Progress Report (SPR) at this location is 9.

Description of Project:

Spec: B-062 C
of 2016/17 Electrical Contract - Digital Media Lab Renovations
Overbrook High School - 5898 Lancaster Avenue
Hyde Electric Corporation - \$215,000.00
Philadelphia, Pennsylvania 19129
ABC Code: 8D16 065 4020 4658 4561 16
Total Aggregate M/WBE Participation: 15.0%

This contract covers the labor, material, and equipment necessary for the electrical work associated with the new digital media CTE lab at this location.

The bids for this project were publicly advertised on 5/26/2017, 5/31/2017, and 6/2/2017 in several local

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered "walk-on" resolutions.

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 6/27/2017. 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 \$215,000.00.

The Facilities Condition Index (FCI) at this location is 50.50%. The School Progress Report (SPR) at this location is 9.

ABC Code/Funding Source	\$789,375.00
Capital - \$381,375.00 - 8D16-065-4020-4658-4541	
Capital - \$193,000.00 - 8D16-065-4020-4658-4591	
Capital - \$215,000.00 - 8D16-065-4020-4658-4561	

A-21

Capital Fund: \$600,000 Capital Award III – Delta/B.J.D.S., Inc.

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-006 C of 2016/17 with Delta/B.J.D.S., Inc., Delta/B.J.D.S., Inc., Diamond Huntbach Construction Corp., Pepper Environmental Services, Inc. and Prime Group Remediation, the lowest responsible bidders, for an aggregate amount not to exceed \$600,000, for the period commencing August 18, 2017 through completion of the projects.

Description:

Spec: B-006 C
of 2016/17 General Service Contract - Asbestos Abatement
Various locations throughout the School District - Various locations
Delta/B.J.D.S., Inc. (W)
Southampton, Pennsylvania 18866
Diamond Huntbach Construction Corp.
Philadelphia, Pennsylvania 19124
Pepper Environmental Services, Inc.
Philadelphia, Pennsylvania 19137
Prime Group Remediation
Bensalem, Pennsylvania 19020
ABC Code: 8D16-065-9AL0-4693-3311
Total Aggregate Shared Contract NTE Amount \$600,000.00
Total Aggregate M/WBE Participation: 32.5%

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

The bids for this project were publicly advertised on 5/26/2017, 5/31/2017, and 6/2/2017 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 6/27/2017. After review of the bids and a de-scoping meeting it was determined that all bidders will share a pool Not To Exceed \$600,000.00 for the duration of this contract.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

**A-40 and A-42 will be considered "walk-on" resolutions.*

ABC Code/Funding Source
8D16-065-9AL0-4693-3311 Capital

\$600,000.00

A-22

Capital Fund: \$67,105 Contract Amendment with HAKS – Mechanical Master Plan Renovation – M. L. King High School

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, originally entered into with HAKS, pursuant to Resolution A-12, approved by the School Reform Commission on April 16, 2015, by increasing the amount of the contract by an additional \$67,105 from the \$520,000 approved by Resolution A-12, to an amount not to exceed \$587,105. All other terms and conditions of this Contract shall remain the same.

Description: The adopted Capital Improvement Program (CIP) for FY 2017-18, includes an HVAC major renovation project at the Martin Luther King High School. HAKS was selected as the Design Consultant to produce drawings and is providing construction administration. This project addresses the existing mechanical systems and needed replacement. The existing plant and ancillary equipment are well beyond their normal life spans. The components of the project are the replacement of three cast iron boilers, two air-cooled chillers, roof top units, air handling units, reheat coils, classroom unit ventilators, control systems, associated piping, breeching, equipment pads, pumps, expansion tanks, and hot water heaters. In November 2014, the School District of Philadelphia’s Office of Capital Programs issued a Request for Proposals (RFP) to obtain public competitive proposals from qualified firms to provide professional design services for the mechanical master plan for the Martin Luther King High School. Three firms responded to the RFP on December 30, 2014. The Selection Committee reviewed the RFP proposals based on the following evaluation criteria: (1) qualifications of the personnel measured by the technical experience and education of the key team members to provide the services being proposed; (2) the professional experience and qualifications of the proposer in the satisfactory performance of design services for projects of comparable size, building type and complexity and budget; (3) the quality of references from past or current clients; (4) history of the proposer in meeting the design and construction schedules; (5) the proposer’s past experience and performance to minimize change orders; (6) the proposed fee; (7) meeting MBE/WBE goals; and (8) tax compliance. According to these previously established evaluation criteria, Haks met the qualifications, technical, administrative and pricing requirements set forth in the RFP, and its proposal was determined to be the most advantageous to the School District.

The Facility Condition Index (FCI) score for the Martin Luther King High School building is 41.51%. The SY2014-2015 School Progress Report (SPR) is 9.

ABC Code/Funding Source
8Q16-065-6060-4541-3411 Capital

\$67,105.00

A-23

Withdrawn by Staff 8.15.17

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered “walk-on” resolutions.

A-24**Capital Fund: \$159,404 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 a net cost to the School District not to exceed \$159,404.00.

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

\$159,404.00

A-25**Acceptance of Donation from the Philadelphia Mural Arts Program – South Philadelphia High School; License Agreement**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee: (i) to accept with appreciation the generous donation from the Philadelphia Mural Arts Advocates of the installation and construction of a mural on the exterior walls of the South Philadelphia High School, valued at approximately \$110,000; (ii) to execute, deliver and perform a License and Right of Entry, and any other necessary documents, with Philadelphia Mural Arts Advocates and/or its contractors, to supervise the installation and construction of a mural; and (iii) to execute, deliver and perform such other documents necessary to further the intent of this Resolution.

The design, installation and construction of a mural at the South Philadelphia High school must be acceptable to the Office of Capital Programs, the Office of Facilities and Operations, the Office of Risk Management and the Office of General Counsel.

Description: Philadelphia Mural Arts Advocates has been integrating visual arts and design into several math classrooms over the course of the 2015-2016 and 2016-2017 school years.

The outcome of this work, along with input from other students through after school programming, is the design of a mural to be installed and constructed on the exterior walls of the South Philadelphia High School with a total value of approximately \$110,000 (Project).

Upon completion of the Project, the improvements will be donated to the School District by the Philadelphia Mural Arts Advocates. Mural Arts has received funding for the mural installation from individuals Phil Straus and Margaret Harris and from Janssen Pharmaceuticals, CSL Behring, PHL Life Sciences, and Teva Pharmaceutical Industries Ltd.

This project aligns with The School District's Action Plan v.3.0 by supporting an active partnership among schools, foundations, community organizations, local universities/colleges, community groups and others to create educationally and socially vibrant interior and outdoor spaces at schools throughout the School District.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

**A-40 and A-42 will be considered "walk-on" resolutions.*

ABC Code/Funding Source

\$110,000.00

A-26**Renewal of Lease Agreement with Northeast Treatment Center – L. P. Hill School**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a two-year renewal of a Lease Agreement, originally entered into with Northeast Treatment Services or its affiliate, pursuant to Resolution A-18, approved by the School Reform Commission on August 21, 2014, at the former LP Hill School located at 3133 Ridge Avenue, Philadelphia, by extending the termination of the Lease Agreement from August 31, 2017 through August 31, 2019. The rent for the renewal term will be \$187,000 per year (22,000 square feet at \$8.50 per square foot), to be paid monthly.

Description: The School District of Philadelphia is exploring the idea of transforming existing school buildings into “community schools”. In a community school, resources of the school and community are organized to promote student success. While the primary focus is on students, community schools are intended to be centers of activity that promote partnerships which benefit all members of the neighborhood.

One such partnership has developed in the Strawberry Mansion section of the city, where the U.S. Attorney’s Office has worked with Strawberry Mansion High School to implement violence prevention programs. To advance these programs, and to incorporate additional partnerships with the community, the School District intends to lease space at the closed Leslie Pinckney Hill Elementary School building (“LP Hill School”), located at 3133 Ridge Avenue adjacent to Strawberry Mansion High School, to additional community service agencies.

The LP Hill School was closed by the School District as of August, 2013. LP Hill School’s location adjacent to and partially connected with Strawberry Mansion High School renders it difficult or impossible to sell as a separate building, but the buildings have enough separation that LP Hill could be used for purposes other than education.

The benefits to the School District, Strawberry Mansion High School and the community include the following:

1. The building will be occupied and overhead expenses of the School District in maintaining and securing the building will be defrayed.
2. Programs offered will benefit the families of the students attending Strawberry Mansion High School as well as the surrounding community.
3. Programs will be able to take advantage of bringing together entities with similar missions and, in some cases, funding sources, that will encourage collaboration and growth to assure that the community is efficiently and effectively served.

Northeast Treatment Centers (NET) is the Community Umbrella Agency (CUA) for the City’s 22nd Police District. CUAs are funded through the City’s Department of Human Services and are responsible for the provision of direct case management services to families in their designated region. CUAs ensure that local solutions and resources are accessible to children and families, and develop connections to formal and informal neighborhood networks that can strengthen and stabilize families and will be responsible for recruitment and retention of foster and adoptive parents in the neighborhoods where children live.

NET will be leasing 22,000 square feet of space on the second floor of LP Hill as office and meeting

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

**A-40 and A-42 will be considered “walk-on” resolutions.*

space to provide a range of child welfare, mental health and additional services to individuals and families as part of the “Improving Outcomes for Children initiative, which is central to the City’s Department of Human Services’ efforts to transform local child welfare services. The annual rental rate of \$187,000 (\$8.50 per square foot) will be paid in monthly installments of \$15,583.33, for a term of two years commencing on September 1, 2017 through August 31, 2019. This rate reflects use of the school during established operating hours. Use during extended or weekend hours will be approved and billed separately through the use of the School District of Philadelphia’s EH-45 Use of Facilities process. This rate also includes capital improvements that have been made to re-open the school. The payments of which will be amortized over a five-year period.

NET will be responsible for procuring and paying any costs related to electrical utilities, custodial services, and security. The School District shall provide the following services: building engineer services, basic building maintenance, initial capital repairs, dumpster service, sidewalk snow removal, and oil, natural gas, water, and stormwater utilities.

The School District will retain the right to cancel this contract at any time, and NET will be able to cancel the contract if their contract with the City of Philadelphia’s Department of Human Services for Improving Outcomes for Children as the Community Umbrella Agency for the 22nd Police District is not renewed.

In the case of an early termination due to the cancellation of the aforementioned contract with the City, NET would be responsible for the balance of the cost of the initial capital improvements, as well as any additional capital improvements that will be made to improve the space occupied by NET through additional agreements. The terms of the lease agreement must be acceptable to the School District’s Office of Real Property Management, Office of General Counsel and Office of Risk Management.

A-27

Renewal of Lease Agreement with Sayre Health Center, Inc. – William Sayre High School

RESOLVED, that the School Reform Commission hereby authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a one-year renewal ("Renewal") of the Lease Agreement with Sayre Health Center, Inc. ("Sayre Health Center") for use as a community health center at William Sayre High School, 5800 Walnut Street, Philadelphia, originally entered into pursuant to Resolution No. A-7, approved by the School Reform Commission on October 18, 2006, and extended for successive one-year renewals extensions pursuant to Resolution No. A-7, approved by the School Reform Commission on October 5, 2012, Resolution No. A-5, approved by the School Reform Commission on December 20, 2012; Resolution No. A-6, approved by the School Reform Commission on February 20, 2014, Resolution A-6, approved by the School Reform Commission on September 18, 2014, and Resolution A-18, approved by the School Reform Commission on September 17, 2015, and Resolution A-15, approved by the School Reform Commission on November 15, 2016, for the period commencing on October 1, 2017 through September 30, 2018, at an annual rental of \$42,444.00 per year (7,860 square feet at a rate of \$5.40 per square foot) to be paid monthly. The Renewal authorizes an expansion of the leased premises to include an additional 2,034 square feet on the first floor, exercisable by Sayre Health Center upon two weeks' advance written notice to the School District. The Renewal will provide Sayre Health Center with an option to expand the leased premises to approximately 9,894 square feet. Upon the exercise of the expansion option, the rent will increase to \$53,427.60 per year (9,894 square feet at a rate of \$5.40 per square foot) to be paid monthly. The School District will continue to be responsible for all utilities and snow and ice removal and Sayre Health Center, Inc. will continue to be responsible for its custodial staff, minor maintenance and repairs, trash recycling

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

**A-40 and A-42 will be considered “walk-on” resolutions.*

pick-up, security, disposable 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's Office of General Counsel and Office of Risk Management.

Description: This resolution is requesting a seventh one-year extension of the original term of the lease. The current extension expires on September 30, 2017. The rental rate is based on the following: 1) Sayre Health Center, Inc. is responsible for its custodial staff, minor maintenance & repairs, trash recycling pick-up, security and disposal of medical waste; 2) The School District is only responsible for utilities and snow & ice removal; and 3) The School District, as a tax-exempt entity, subject to covenants pertinent to the bond financing of its real property, bases rental rates on its out-of-pocket expenses when leasing its buildings to third parties.

Sayre Health Center is a non-profit health center that provides Medical and Educational health services to the West Philadelphia Community, including the Sayre High School students and their families.

Clinical services offered by Sayre Health Center include: primary care, social work services, pregnancy testing, vaccinations, school physicals, nutrition services and Penn-Dental. Also, Sayre Health Center provides health service education and training to the Sayre High School students. Additionally, Sayre Health Center has a specialist-referral network for the patients.

A-28

Operating Budget: \$500,000 Contract Amendments with Devine Brothers, Inc., Gem Mechanical Services, Inc., General Asphalt Paving Company of Philadelphia, and Herman Goldner Company, Inc. – Steam Pipe Repairs

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 contracts, originally entered into with Devine Brothers, Inc., Gem Mechanical Services, Inc., General Asphalt Paving Co. of Philadelphia, and Herman Goldner Co. Inc., for steam pipe repairs, pursuant to Resolution A-3, approved by the School Reform Commission on October 20, 2016 and Resolution A-18, approved by the School Reform Commission on April 27, 2017, by increasing the amount of the contracts by an additional \$500,000, from the \$400,000 approved by Resolution A-3 and A-18, to an amount not to exceed \$900,000, subject to funding.

Description: This amendment increases the award for the District's contract for steam pipe repairs.

This contract provides Facilities Management and Operations with immediate response capabilities to initiate and complete steam pipe repairs, on an as-needed basis, throughout the School District of Philadelphia.

This was a competitive bid issued by the Office of Capital Programs. The bids were opened on September 29, 2016 and after the review of bids, it was determined that Devine Brothers, Inc., Gem Mechanical Services, Inc., General Asphalt Paving Co. of Philadelphia, and Herman Goldner Co, Inc. were the lowest responsible bidders and will share a pool of funds.

ABC Code/Funding Source	\$500,000.00
1100-031-9270-2621-4541 Operating	

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered "walk-on" resolutions.

A-29

Capital Fund: \$341,000 Contract Amendments with W.H.S., Inc., and Hyde Electric Corporation – Portable Classroom Trailer Repairs and Relocations for Facilities and Operations

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 Trailer Modernization and Relocation Contracts, originally entered into with W.H.S. Inc. and Hyde Electric Corporation, pursuant to Resolution A-17, approved by the School Reform Commission on August 18, 2016, and amended by Resolution A-21, approved by the School Reform Commission on February 16, 2017, by increasing the aggregate amount of the contracts by an additional \$151,000 from the \$190,000 approved by Resolution A-17 and Resolution A-21, to an aggregate amount not to exceed \$341,000; all other terms and conditions of the Service Contracts shall remain the same.

Description:

Spec: B-002 G

General Service Contract - Trailer Modernization and Relocation of 2015/16

Various locations throughout the School District

*W. H. S., Inc

922 Woodbourne Road

Suite 211

Levittown, Pennsylvania 19056

Spec: B-003 G

Electrical Contract - Trailer Modernization and Relocation of 2015/16

Various locations throughout the School District

*Hyde Electric Corporation

3441 Bowman Street

Philadelphia, Pennsylvania 19129

The School District of Philadelphia publicly advertised this Service Contract to obtain public competitive hourly rate bids in July 2016 on the Office of Capital Program's website and in local newspapers. After review of the bids it was determined that W.H.S., Inc and Hyde Electric Corporation were the two lowest responsible bidders.

The School Reform Commission at the meeting of August 18, 2016, by resolution A-17, authorized the School District of Philadelphia to enter into a not-to-exceed, shared pool Service Contract with the Contractors noted above to provide Facilities and Operations with on-call contractors to perform maintenance and emergency repairs to various School District trailer/modular buildings. At the meeting of February 16, 2017, by resolution A-21, the School Reform Commission authorized the School District of Philadelphia to amend these contracts for additional services for modular classrooms at Northeast High School.

At Farrell School, four existing modular classrooms needs to be relocated to a new location on the existing property to allow for construction of a new addition.

This amendment will provide for the additional services to be provided by W.H.S. and Hyde Electric to perform the demolition, relocation, installation, and furnishing of these modular classrooms at Farrell school to a new location on the existing property.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered "walk-on" resolutions.

ABC Code/Funding Source \$341,000.00
 8D16-065-8380-4620-7500 Capital

A-30

Operating Budget: \$50,000 Contract with Advant-EDGE Solutions of Middle Atlantic, Inc. – Sharps Disposal

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 Advant-EDGE Solutions of Middle Atlantic, Inc. for sharps container service, for an amount not to exceed \$50,000, for the period commencing August 18, 2017 to August 31, 2020.

Description: The proper handling and disposal of medical waste is vital to maintaining the health and safety of the school environment. This contract is to provide for the removal and replacement of medical waste containers of various sizes in schools throughout the District. This contract will be coordinated through the Office of Student Support Services and used on an as needed basis.

This proposed award represents completion of the public solicitation under A17-65901: Sharps Disposal, issued by Procurement on May 4, 2017. The solicitation was sent to 9 vendors as well as our host of area assist agencies. Nine (9) companies downloaded the solicitation and, of those, one (1) responded. The vendor that submitted a proposal was Advant-EDGE Solutions of Middle Atlantic, Inc.

ABC Code/Funding Source \$50,000.00
 1100-026-9580-2448-3311 FY18 (\$13,889.00)
 1100-026-9580-2448-3311 FY19 (\$2,778.00)
 1100-026-9580-2448-3311 FY20 (\$16,666.00)
 1100-026-9580-2448-3311 FY21 (\$16,667.00)

A-31

Operating Budget: \$24,000 Contract with Monarch Environmental – Cleaning of Oil Storage Tanks

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 Monarch Environmental, Inc, for the cleaning of oil storage tanks, for an amount not to exceed \$24,000, for the period commencing August 18, 2017 through August 31, 2019.

Description: This contract establishes a source for pumping out all waste oil sludge, water or other foreign matter from oil tanks at various school locations, and removing all waste from the premises. The contract will be coordinated and used by the Office of Facilities.

This proposed award represents completion of the public solicitation under A17-66500: Cleaning of Oil Storage Tanks, issued by Procurement on May 15, 2017. The solicitation was sent to 24 vendors as well as our host of area assist agencies. Seven (7) companies downloaded the solicitation and, of those, one (1) responded.

The vendor that submitted a proposal was Monarch Environmental, Inc.

ABC Code/Funding Source \$24,000.00

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered “walk-on” resolutions.

1100-031-9270-2625-4131 FY18 (\$10,000.00)
 1100-031-9270-2625-4131 FY19 (\$12,000.00)
 1100-031-9270-2625-4131 FY20 (\$2,000.00)

A-32**Various Funds: \$80,000,000 Contracts with Various Vendors – Utilities**

RESOLVED, that the School Reform Commission authorizes the The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform contracts separately with Calpine Energy Solutions, Constellation, Direct Energy, Mid American Energy, MP2 Energy, Petroleum Traders, South Jersey Energy, Talen Energy and WGL Energy for the purchase of utilities commodities including electricity, natural gas, heating oil and vehicle fuel, for an aggregate amount not to exceed \$80,000,000, subject to funding, for the period commencing August 18, 2017 through June 30, 2020.

Description: This resolution authorizes qualified vendors of energy supply to participate in a pricing event at a later date in 2017 for the provision of energy to the School District. No contract is guaranteed to any of the qualified vendors. The funds authorized in this resolution will only be committed if and when a vendor is selected as the low bidder for a given commodity during a pricing event, and the bid is within the District's projected budget for utilities in Fiscal Year 2019 and 2020.

Contracts will be entered into with the lowest bidders for each commodity on the day of the pricing event.

The vendors qualified through this resolution are: Calpine Energy Solutions; Constellation; Direct Energy; Mid American Energy; MP2 Energy; Petroleum Traders; South Jersey Energy; Talen Energy; and WGL Energy.

The utilities being purchased include: electricity, natural gas, heating oil, and vehicle fuel. The contracts will begin in Fiscal Year 2019 for electricity, natural gas, and heating oil, when the current contracts for those commodities expire. The contract for diesel fuel may begin during Fiscal Year 2018.

The \$80 million authorization will be spent across Fiscal Years 2019 and 2020, and is within the projected budgeted allotment for utilities for those fiscal years.

ABC Code/Funding Source	\$80,000,000.00
Various Funds - FY19 (\$40,000,000.00)	
Various Funds - FY20 (\$40,000,000.00)	

A-33**Various Funds: \$4,000,000 Contracts with Various Vendors – CTE Program Equipment and Supplies**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to various cooperative contracts, to execute, deliver, and perform contracts separately with PCM-G, Adorama, D&H Distributing, B&H Photo Video, Best Buy, Central Products, Snap-On, Sysco, Singer Equipment, Houston Starr Co., ATD-Capitol, US Foodservices, E-Plus, and CDW, to purchase equipment and supplies for Career and Technical Education programs, for an aggregate amount not to exceed \$4,000,000, subject to funding, for the period commencing August 18, 2017 through August 30, 2018.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

**A-40 and A-42 will be considered "walk-on" resolutions.*

Description: This contract establishes a source for the equipment and supplies necessary to operate the District's Career and Technical Education (CTE) programs. The CTE office manages programs in a variety of fields including agriculture, culinary, health, communications, construction, and more.

ABC Code/Funding Source	\$4,000,000.00
Various Schools and Offices FY18 (\$3,900,000.00)	
Various Schools and Offices FY19 (\$100,000.00)	

A-34

Cafeteria Fund: \$60,000 Amendment of Contract with Applies Data Systems, Inc. – Inclusion of Food Services in Work Order Software Project Scope

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 to the contract originally entered into with Applied Data Systems, Inc. pursuant to Resolution A-8 approved by the School Reform Commission on September 23, 2013, Resolution A-43 approved by the School Reform Commission on June 18, 2015, and Resolution A-27 approved by the School Reform Commission on November 15, 2016, to incorporate the Food Services Work Orders, Violations, and Equipment Move Management module and related software modifications to the Computerized Maintenance Management System, by increasing the amount of the contract by an additional \$60,000 from \$2,290,000 to an amount not to exceed \$2,350,000.

Description: On September 23, 2013, the School District of Philadelphia entered into a contract with Applied Data Systems Inc. (ADSI) to implement Computerized Maintenance Management Software (Archibus) for maintenance and custodial tasks assigned to Facilities Management.

Per subsequent SRC resolution and formal contract amendment the Facilities Department subsequently received authorization to expand utilization of the Archibus software to incorporate issuance and tracking of all Facilities work order and repair requests.

The Food Services Division now proposes to migrate its manual work order and equipment move process to the existing Archibus software in lieu of acquiring an independent stand-alone software solution.

ABC Code/Funding Source	\$60,000.00
9001-030-9360-2390-3193 Cafeteria Fund	

A-35

Operating Budget: \$3,900,000 Contracts with Various Vendors – Bus Repair, Diagnostics, Body Work, and other Maintenance for School Bus Fleet – Subject to Funding

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to blanket purchase agreements, to execute, deliver and perform contracts with Audio Video Repair, Inc., Banghart Dist., Inc., Del-Val International Trucks, Inc., Driban Body Works, Pacifico Ford, Inc., Philly Transportation, LLC., Rob's Automotive & Collision Center, Stein's Pasco Battery, Starter & Alternator, TransAxle, LLC and Wireless Communications, Inc., to provide repairs, diagnostics, body work, and other maintenance services, for the School District's fleet of school buses, for an aggregate amount not to exceed \$3,900,000, for the period commencing August 18, 2017 through June 30, 2020.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered "walk-on" resolutions.

Description: The issuance and award of RFP-551 is intended to permit the School District of Philadelphia's Transportation Services Department to establish a pool of bus repair and service vendors to provide repair, services, and maintenance for SDP buses. It is the SDP's intention to contract with multiple qualified vendors who can perform repairs, maintenance, diagnostics, body work, and other services on school buses.

Under this RFP, Repair services will not be outsourced to Vendors unless it is determined that the SDP transportation garage staff does not have the capacity to complete the repair.

As a contract requirement, the School District of Philadelphia does not guarantee any level/volume of services or goods to any particular contractor awarded a contract under this RFP. No dollar amount for this contract is guaranteed to any awarded vendor(s).

ABC Code/Funding Source	\$3,900,000.00
1100-027-9100-2742-4311 FY18 (\$1,300,000.00)	
1100-027-9100-2742-4311 FY19 (\$1,300,000.00)	
1100-027-9100-2742-4311 FY20 (\$1,300,000.00)	

Evaluation, Research, and Accountability

A-36

Categorical/Grant Fund: \$50,000 Acceptance of Subaward Grant from Consortium for Policy Research in Education – Evaluation of Elementary Mathematics Formative Assessment Intervention

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation, a sub-award grant from the Consortium for Policy Research in Education, in an amount up to \$50,000, to support and evaluate expansion of the Ongoing Assessment Project's mathematics formative assessment intervention on teacher and student outcomes, for the period commencing September 15 2017 through March 14 2020.

Description: The National Science Foundation has provided the Consortium for Policy Research in Education (CPRE) with a four year Level II Implementation and Improvement grant. This project focuses on supporting elementary school mathematics instruction and student learning. The project will be implemented through a strong research-practice partnership between CPRE; the Ongoing Assessment Project (OGAP); the School District of Philadelphia (SDP); the University of Pennsylvania Graduate School of Education (PennGSE); and the Philadelphia Education Research Consortium (PERC). The project will expand the Ongoing Assessment Project's intervention to an additional 60 elementary schools in the District. Through the project, CPRE and SDP staff will build and implement a support system designed to strengthen schools' implementation of OGAP. This will include a quasi- experimental design to test the effectiveness of the approach. This work will focus on the schools that participated in the math institute this summer.

The School District will receive up to \$50,000 over two and a half years to support the expansion and evaluation of OGAP. The Office of Research and Evaluation will provide support to CPRE in the day to day implementation and evaluation of the project, including outreach to teachers, attendance at meetings, coordination of training events, and data pulling and cleaning.

ABC Code/Funding Source	\$50,000.00
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Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

**A-40 and A-42 will be considered "walk-on" resolutions.*

A-37**Categorical/Grant Fund: \$150,000 Acceptance of Grant from Philadelphia Education Research Consortium (PERC)**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation, if awarded, a grant from the Philadelphia Education Research Consortium, in an amount up to \$150,000, to support a study focused on attendance and academic challenges that impact ninth graders' successful transition to high school, for the period commencing August 18 2017 through September 30, 2020.

Description: If the grant is awarded, the School District of Philadelphia's Office of Research and Evaluation (ORE) will receive up to \$150,000 over the next three years in order to offset the expenses for staff support PERC's study, which will focus on three areas of inquiry aimed at generating actionable recommendations on how to improve support to ninth graders during their transition to high school.

First, PERC will explore patterns in attendance among first-time ninth graders with the goal of identifying key, actionable opportunities for intervention and improvement. This component of the research study seeks to get beyond facts that are widely known, for example, that attendance rates decline between 8th and 9th grade and that attendance is a predictor of staying on track to graduation, to understand whether there are key moments for intervention and categories of students who require special attention. For this reason, the focus is less on the attendance rate at the end of the year than the path by which students came to have their end-of-year attendance rates.

Second, the study will identify core subject areas in which ninth graders are most likely not to accumulate credits, or to earn a passing but poor grade. As part of this research, PERC will also look for subject areas where ninth graders struggle the most, to learn more about the predictors of and the path to non-accumulation of credits or a poor grade in those subject areas at the end of ninth grade. This work is potentially actionable because it may identify high-leverage places on which to focus to help ninth graders earn the credits they need for on-time promotion to tenth grade, and high school graduation. The work may also suggest interventions that address these areas of highest needs and opportunity. Third, PERC seeks to better understand students who struggle from the very first months of ninth grade, including identifying any strong predictors of students who are likely to have low grades in or fail core courses and/or have high absences. This work is related to the studies of absenteeism and core course performance, but puts a focus specifically on students who struggle early in high school.

ORE's supporting activities will include pulling and cleaning student data, preparing data sets for analysis, attending project meetings, communicating findings to stakeholders, incorporating PERC's predictive analyses in to dashboards, and supporting District and school leaders in formulating a response to the study's recommendations.

ABC Code/Funding Source

\$150,000.00

A-38

Withdrawn by Staff 8.17.17

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered "walk-on" resolutions.

A-39 (Updated 8.9.17)**Operating Budget: \$300,000 Contract with Mathematica Policy Research- Renaissance and Turnaround Schools Evaluation**

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 Mathematica Policy Research to perform an evaluation of Renaissance and Turnaround Schools, for an amount not to exceed \$300,000, for the period commencing August 18, 2017 through September 30, 2020.

Description: As detailed in its response to RFP-548, Mathematica will conduct a comprehensive three-year evaluation of Philadelphia's Renaissance and Turnaround initiatives, consisting of the following components: a literature review of school turnaround efforts across the country; an annual implementation analysis utilizing interviews and focus groups to deliver formative feedback; an effectiveness analysis that will estimate the effects of Renaissance and Turnaround activities in the 7 focus schools on student outcomes using a comparison group; and, a cost-effectiveness analysis to best understand how costs of implementing the Renaissance and Turnaround initiative compare with other programs, policies, and interventions intended to improve student outcomes. Mathematica will also provide ongoing support via quarterly meetings, monthly phone calls, and day to day project management.

ABC Code/Funding Source	\$300,000.00
1100-042-9730-2816-3291 FY17-18 (\$100,000.00)	
1100-042-9730-2816-3291 FY 18-19 (\$100,000.00)	
1100-042-9730-2816-3291 FY 19-20 (\$100,000.00)	

Student Support Services**A-40* (Revised 8.17.17)****Categorical/Grant Fund: \$2,015,000 Acceptance of Grants from Community Behavioral Health and Drexel University – Philadelphia Support for Education**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation, if awarded, a grant from Community Behavioral Health in an amount not to exceed \$1,215,000 and a grant from Drexel University in an amount not to exceed \$800,000, for a total aggregate grant acceptance amount not to exceed \$2,015,000 to implement the first stage of Philadelphia Support Team for Education Partnership, a behavioral health strategy, for the period commencing August 18, 2017, through August 30, 2018.

Description: This strategy is designed to create more coordinated support when a child presents with challenging behaviors. It aims to ensure wellness for all youth and families by identifying drivers of behavioral issues early and connecting children and families to appropriate resources. Early and proactive intervention will reduce missed instructional time and provide appropriate supports to prevent children going into crisis. The strategy to be piloted is to add a Master's level social worker and a Master's level School Behavior Consultant to selected schools.

Social workers will be added to 21 schools and will serve to identify the needs of a youth and family that are interfering with learning, attendance, and positive behavior via screenings and assessments. Such needs range from social supports, navigating involvement in other systems to referral for behavioral health evaluation and treatment opportunities. The social worker will work with the School's Tier 2 Team.

School Behavior Consultants will be added to a smaller number of schools and will provide consultation

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered "walk-on" resolutions.

on multiple levels including school-wide and classroom-wide behavioral interventions, classroom management techniques, and individual behavioral health needs of students. The behavior consultant will participate in the School's Tier 1 and Tier 2 Team.

The proposed strategy will support the school in identifying and addressing behaviors for all children (without regard to insurance status) across a continuum of needs:

Tier 1: Universal supports for a positive school climate and social emotional wellness;

Tier 2: Youth at Risk and for whom social emotional issues may be a barrier to academic success;

Tier 3: Youth with a diagnosed behavioral health issue and who require intensive treatment.

ABC Code/Funding Source \$2,015,000.00

Talent

A-41 (Added 8.15.17)

Operating Budget: \$6,750,000 Contracts with Community Council Educational Services and Catapult Learning – Contracted Emotional Support Classrooms

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 Community Council Education Services (Community Council Health Systems) and Catapult Learning, for the provision of up to a total of 45 emotional support classrooms for students with emotional disabilities, as well as for services to support students with emotional disturbance and enhanced behavioral needs in other School District settings, for an aggregate amount not to exceed \$6,750,000, for the period commencing August 18, 2017, through June 30, 2018.

Description: The Office of Talent requests authorization to contract with Community Council (CC) and Catapult Learning to operate up to 45 emotional support (ES) classrooms by delivering qualified teachers, and a wide range of academic, behavioral and support services to students with serious emotional disturbance (ED), and for whom the School District believes more complex educational and therapeutic supports are required. The School District has utilized the contracted ES classroom model successfully since September 2009. The School District selected the contractors using a competitive process through Request for Proposal (RFP) No. 542, issued by the School District's Office of Procurement Services on May 9, 2017.

This Resolution is proposed in the event that the School District, through the Office of Talent, has vacancies for ES classrooms in September 2017. Should there be vacancies in ES teacher positions, after our office has fulfilled its obligations under union collective bargaining agreements, we request authorization to contract with both CC and Catapult Learning to provide the educational services and staff needed to fill these vacancies. This year, the School District anticipates up to 45 ES teacher vacancies.

Some students with ED have Individualized Education Programs (IEPs) that require them to receive instruction and intensive behavioral supports in an ES classroom setting. In addition to specialized instruction, ES classrooms provide students with intensive therapeutic behavioral supports. Contracted ES classrooms provide students with ED with multiple professionals experienced in providing coordinated educational and behavioral support services. The Contractors will staff each contracted classroom with a certified special education teacher who will provide special education instruction and emotional support services to the students.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

**A-40 and A-42 will be considered "walk-on" resolutions.*

In each contracted classroom, the Contractor will implement with fidelity the curriculum mandated by the School District and that is in full accord with the Pennsylvania core academic standards. In addition, the Contractor will utilize the Office of Specialized Services (OSS)'s approved research-based interventions and evidence-based therapeutic models that provide both educational and behavioral supports for students with ED.

Before recommending an ES placement, a multidisciplinary team in collaboration with an OSS Special Education Director and the OSS Coordinator for Emotional Support Programs carefully reviews a student's educational and therapeutic needs. Additional information and recommendations may be requested from the school psychologist, school nurse and Multi-Tiered System of Support (MTSS) team. Students considered for ES programs must fit a profile that identifies the need for intensive emotional and behavioral supports. Students' behavioral issues may range from anger control to conduct disorders to severe depression and post-traumatic stress disorder. These students present persistent and often volatile behaviors of aggression and explosive episodes in the school and home setting. The need for a more therapeutic environment becomes evident as student behaviors persist and regular modes of treatment and intervention prove ineffectual. Therapeutic supports provided in these classrooms ensure that students are safely educated with peers in neighborhood schools, in the least restrictive environment, and with a repertoire of research-based interventions.

The Contractors' ES programs will implement and comply with each participating students' IEP and will address the instruction and related services each student needs to achieve academic and behavioral success. For those classrooms contracted to CC, ES programs will consist minimally of one full-time, certified special education teacher, a teacher assistant, and behavioral assistant. In addition, within the Contractor's administration structure, a service coordinator or identified agency member will support family and inter-agency involvement by linking with parents and mental health resources to provide students with a continuum of care. The Contractor uses a research-based model called the Circle of Courage. This model is part of the national re-education movement, which views children holistically rather than as solely problematic. The Circle of Courage model focuses on character and leadership development in preparation for positive lifestyle and increases participation in the general population. For those classrooms contracted through Catapult Learning, students are placed in one of two learning models based on existing challenges and skill levels; the BEST Model, or the ACADEMIC Model. Both programs include academic, behavioral, therapeutic, and life skills services. Catapult's ES programs utilize a 1:1 classroom design where students experience teacher-directed tutorial sessions, independent seatwork, small-group reinforcement lessons, and technology-based workstations in rotation with a will consist minimally of one full-time teacher and at least one behavior specialist or assistant teacher, depending on the program model selected.

ABC Code/Funding Source	\$6,750,000.00
1901-005-9580-1231-3291 Operating	

Operations

A-42* (Updated 8.17.17)

Capital Fund: \$305,000 Ratification of Contract with Pepper Environmental Services, Inc. – Emergency Mold Remediation at the Honorable Luis Munoz-Marin Elementary School

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent, of contract B-700 C of 2017/18 with Pepper Environmental Services, Inc., the lowest responsible bidder, for emergency mold

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

**A-40 and A-42 will be considered "walk-on" resolutions.*

remediation at the Honorable Luis Munoz-Marín Elementary School, for an amount not to exceed \$305,000, for the period commencing August 15, 2017 through completion of the project.

Description of Project:

Spec: B-700 C
of 2017/18 General Contract - Emergency Mold Remediation
Hon. Luis Munoz-Marín Elementary School 3300 N. 3rd Street
Pepper Environmental Services, Inc. - \$305,000.00
Philadelphia, Pennsylvania 19137
ABC Code: 8D16-065-5680-4693-3311
Total Aggregate M/WBE Participation: 10%

A significant mold event was identified at the Luis Munoz Marin Elementary School, 3rd and Ontario Streets, on August 8, 2017. The cause of the mold is being investigated by Maintenance and Operations but appears to be related to elevated humidity levels inside the school building. Mold was found in multiple areas of the building, including 38 classrooms, the Kindergarten wing, the cafeteria, auditorium and library. Immediately following the discovery of mold, staff from the Office of Environmental Management Services completed an inspection and documentation on August 9th and 10th. Due to the extent of the mold damage, outside contractors were required. On August 10th at 5:00 p.m., the Office of Environment Management and Services developed a scope of work to solicit bids. This emergency contract is inclusive of the following:

- (1) Provide Dehumidification and air filtration devices.
- (2) Provide dumpsters for debris removal.
- (3) Provide labor to clean all surfaces of building affected by mold and moisture.
- (4) Remove all affected building materials and replace.
- (5) Monitor and document all mold remediation procedures in accordance with the best practices until all affected areas are properly remediated.

On Friday, August 11th, the Office of Environmental Management and Services issued an emergency request for bid and held a pre-bid conference for contractors at Luis Munoz-Marín Elementary School to explain the scope of work and emergency bidding process. The due date for bids was Tuesday, August 15 at 2:00 p.m., 2017.

Four pre-qualified contractors, Prime Group, Delta BJDS, Pepper Environmental and Diamond Hunchback, were notified of this emergency project. A mandatory pre-bid walk-through was held at the school on August 11, 2015. The award is recommended to the responsive and responsible bidder who submitted the lowest price and met the technical and construction specifications. After review of the bids and a de-scoping meeting it was determined, that Pepper Environmental Services Inc. was the lowest responsible bidder with a bid of \$ 305,000.00

An emergency notice to proceed was issued to Pepper Environmental on Tuesday, August 15th. Work will start immediately and is expected to be completed by August 31, 2017.

The Facilities Condition Assessment (FCA) at this location is 19.82%. The School Progress Report (SPR) at this location is 9.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered "walk-on" resolutions.

ABC Code/Funding Source	\$305,000.00
8D16-065-5680-4693-3311 Capital	

III. EDUCATION SERVICES

Academic – Donations/Acceptances

B-1

Donation: \$50,000 Acceptance of Donation from the Alicia Levin Foundation – Installation of Electronic Sign at Northeast High School

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation, the donation from Alicia Levin Foundation of equipment valued at approximately \$50,000, to furnish and install an electronic sign at Northeast High School, on or after August 18, 2017.

Description: The purpose of this project is to furnish and install an electronic sign at Northeast High School.

ABC Code/Funding Source	\$50,000.00
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B-2

Donation: \$112,720 Ratification of Acceptance of Donation from Center for Teaching Quality; Memorandum of Understanding – School-Based Teacher Leaders

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery, and performance by The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the donation from the Center for Teaching Quality of professional services to the Office of Teaching and Learning related to conducting a scan of School-Based Teacher Leader roles and engaging district staff in a process to utilize resulting information to redesign, assess impact, and communicate outcomes for this role, valued at approximately \$112,720 at no cost to the district, and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, contingent upon receipt of this donation, to execute, deliver and perform a Memorandum of Understanding with the Center for Teaching Quality, to provide professional services to the Office of Teaching and Learning, valued at approximately \$112,720 for the period commencing May 11, 2017 to October 12, 2018.

Description: This ratifying resolution is submitted due to compacted timelines related to funding approval from the grantor and the end of the academic year. Funding for this work was not approved until well into April and there was limited time remaining in the school year to collect the extensive data needed from teachers and principals before summer break. In the future, no further service will be allowed by the Office Teaching and Learning without prior SRC resolution approval, as clearer communication will be made.

The William Penn Foundation has made a grant to The Center for Teaching Quality (CTQ) to help the District increase its capacity to assess the role of School-Based Teacher Leader (SBTL) and redefine intended outcomes for this role. The Office of Teaching and Learning is partnering with CTQ to explore how SBTL roles are currently structured, selected, and supported, and how this position impacts results in District schools. The research and data collected from this comprehensive scan will be used by a design team consisting of District Staff and CTQ to develop recommendations for maximizing the SBTL role.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

**A-40 and A-42 will be considered “walk-on” resolutions.*

CTQ will work with district staff - principals, SBTLs, teachers - in order to evaluate the SBTL role by what is currently entailed and other possible additions to consider. This work will be accomplished in two phases. Phase 1 began in May of 2017 and the projected completion of Phase 2 is in October 2018. In Phase 1, CTQ will administer surveys and facilitate focus groups with current SBTLs, principals, district leadership, and other relevant stakeholders. The data will then be analyzed to create a description of the current state of SBTL roles, support, connection to the large leadership pipeline, and aggregate impact to date.

Phase 2 will focus on cycles of inquiry where responsibility is gradually released to District staff for sustained action. Based on the quantitative and qualitative data analysis of CTQ, the SBTL Design team will engage in mini-inquiry cycles to pilot test predicted actions to better assist in the successful evolution of the SBTL role. The goal of the mini-inquiry cycles is to understand the best way to guide the SBTL role for a seamless adjustment of current role requirements, needs, and suggestions as found by CTQ. These mini-inquiry cycles will be tested, revised, and retested by the SBTL Design Team during the 2017-2017 school year. CTQ will then support the Office of Teaching and Learning and the design team in translating the research and cycles of inquiry to recommendations for maximizing the SBTL role.

ABC Code/Funding Source

\$112,720.00

B-3

Donation: \$275,000 Acceptance of Donation of Services from American Reading Company and Girls, Inc., as Grantees of the United Way of Greater Philadelphia and Southern New Jersey; Memorandum of Understanding – Literacy Resources

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation from the American Reading Company the donation of literacy resources and professional development to teachers and administrators in up to six District schools to enhance early literacy instruction in Kindergarten through grade 3, valued up to \$200,000; and from Girls Inc, for family outreach and engagement as well as literacy assistance in kindergarten classrooms, valued up to \$75,000; both contingent upon grant funding from the United Way of Greater Philadelphia and Southern New Jersey for the period commencing August 18, 2017 through June 30, 2018; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, contingent upon receipt of the grant to execute, deliver and perform a Memorandum of Understanding with American Reading Company to provide classroom literacy resources, training and professional development to teachers and administrators within the School District in selected schools; and Girls Inc. for providing family outreach and engagement professional services to support literacy, at no cost to the School District, for the period commencing August 18, 2017 through June 30, 2018.

Description: The American Reading Company focuses on providing literacy supports to children in elementary schools to ensure that students read on grade level by the end of third grade. American Reading Company will work closely with the schools involved in United Way's Early Grade Literacy Program to promote a culture of improvement and reading excellence. This initiative is aligned to the Districts Action Plan v3.0, Anchor Goal 2: 100% of 8-year-olds will read on grade level.

The United Way of Greater Philadelphia and Southern New Jersey (UWGPSNJ) selected the following

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

**A-40 and A-42 will be considered "walk-on" resolutions.*

schools in tandem with the District to participate in this initiative: Dr. Ethel Allen, William Dick, Prince Hall, Joseph Pennell, Edward Steel, and Bayard Taylor. These elementary schools had 25% or more students scoring below basic on the 2011 PSSA exams and were located in or near zip codes UWGPSNJ has targeted.

The American Reading Company will provide each participating school additional resources for their classroom libraries, materials to record student literacy progress, and other resources to support increases in children's literacy levels. An element of the literacy initiative is for teachers to make the connection with students so they develop a love of reading and read both in and out of the classroom.

The American Reading Company will provide teachers and administrators with training and professional development to improve their skills in specialized early literacy instruction and related activities. Staff from participating schools will enter this program as a cohort group, which will promote collaboration and connections among colleagues. Teachers at the participating schools will work in partnership to share their experiences to provide the best literacy resources for their students. UWGPSNJ will periodically convene principals and conduct teacher-leader roundtable discussions to help develop and reinforce leadership strategies that support best practices in literacy instruction.

Girls Inc. will provide a family inclusion and engagement focus for the kindergarten classes at Bayard Taylor School to increase students' at-home reading practice consistent with the goals set by the American Reading Company's 100 Book Challenge program. Girls Inc. will provide a variety of family literacy events during the school year to expand families' understanding and participation in their children's literacy development. Girls Inc. will engage families through email, telephone, and written communication in both English and Spanish with messaging about (1) early grade literacy events and home reading and (2) the importance of regular school attendance.

ABC Code/Funding Source	\$275,000.00
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B-4

Donation: Acceptance of Donation of Services from Logic Eye Care, Inc.

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 Logic Eye Care, Inc. to administer comprehensive eye exams to preschool students at prekindergarten sites for the period commencing September 1, 2017 through June 30, 2018.

Description: Head Start Program Performance Standards require that within 45 calendar days after a child first attends our program, the program must either obtain or perform evidence-based vision screenings. At District Prekindergarten (Pre-K) sites, Pre-K nurses administer the initial screenings which can test for visual acuity, but is limited in detecting more serious vision problems. If a child fails this initial screening, the nurse informs the family who is then responsible for working with a healthcare provider directly to obtain a more comprehensive vision screen. The family is also responsible for taking the prescribed corrective action to ensure the child can see clearly. Unfortunately, families are often unable to pursue the needed additional testing and/or take the prescribed corrective action. Additionally, the required 45 calendar day turnaround can be difficult for District Pre-K nurses as they often are responsible for multiple sites.

Support from Logic Eye Care, Inc. will provide much needed assistance on multiple levels. Logic Eye

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

**A-40 and A-42 will be considered "walk-on" resolutions.*

Care, Inc. will assist Pre-K nurses with administering the initial vision screenings to keep the District in compliance with the 45 day standard. Additionally, Logic Eye Care, Inc. will not only facilitate the next level in-depth vision screenings for students who fail the initial vision test, but their team of experienced eye care professionals will also fit eyewear and bill medical providers of the insured (student or parent/guardian) for care provided and eyeglasses. In the instances where families are under insured, The Office of Early Childhood staff will assist in enrolling Prek children in the CHIP program to ensure that children who need glasses receive them. This much-needed service will work to narrow the gap in eyecare services for children in need. Communication between the District and Logic Care, Inc. will be centrally managed and coordinated by the Health Coordinator in the Office of Early Childhood.

ABC Code/Funding Source

N/A

B-5

Donation: \$50,000 Acceptance of Donation from the Friends of Chester Arthur – After-school Programs; Chromebooks

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation, a donation of an amount not to exceed \$50,000 from Friends of Chester Arthur, to support after school programming at Chester A. Arthur School, for the period commencing September 15, 2017 through June 30, 2018; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the donation from Friends of Chester Arthur of 10 Chromebooks, science books and materials for grades 5-8, funding for a Student Climate Support position, math supports provided by Carnegie Learning, Rosetta Stone for students in grades 5-8, and PSSA practice materials, valued at \$100,000, to improve the instructional program at Chester A. Arthur School, for the period commencing September 15, 2017 through completion of the project.

Description: The Friends of Chester Arthur (FoCA) will be making a donation not to exceed \$150,000 to support after school programming in robotics, civil engineering, mathematics, drama, and career exploration for middle school students at the Arthur School. FoCA will purchase materials for students to use both after school and during the school day: 10 Chromebooks, science books and materials for grades 5-8, Rosetta Stone for students in grades 5-8, and PSSA practice materials. FoCA will purchase a School Climate Staff person and math supports from Carnegie Learning.

ABC Code/Funding Source

\$50,000.00

B-6

Categorical/Grant Fund: \$541,854 Acceptance of Grant from the Pennsylvania Convention Center Authority; Contract with Philadelphia Academies, Inc. – Support Services to Hotel, Restaurant, Travel and Tourism Academies

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation, if awarded, a grant from the Pennsylvania Convention Center Authority, for an amount not to exceed \$541,854.00, to provide education and training support services to students enrolled in the School District of Philadelphia's various Hotel, Restaurant, Travel & Tourism academies, for the period commencing August 18, 2017

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

**A-40 and A-42 will be considered "walk-on" resolutions.*

through June 30, 2018; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, contingent upon receipt of this grant, to execute, deliver, and perform a contract with Philadelphia Academies, Inc. to provide education and training support services to students enrolled in the various Hotel, Restaurant, Travel and Tourism Academies, for an amount not to exceed \$541,854.00, for the period commencing August 18, 2017 through June 30, 2018.

Description: The purpose of this resolution is twofold: 1) to authorize the acceptance of a \$541,854.00 grant from the Pennsylvania Convention Center Authority (PCCA) for the purpose of providing resources to support education and training of students enrolled in the seven (7) Hotel, Restaurant, Travel & Tourism (HRTT) Academies; and 2) to authorize the utilization of the \$541,854.00 PCCA Grant to contract with Philadelphia Academies, Inc., to deliver the programmatic resources to support education and training of students enrolled and management support services to the HRTT Academies. The selection of Philadelphia Academies Inc. to deliver these services through this grant was determined by the PCCA's selection process.

In response to the employment needs that exist in the hospitality industries in Philadelphia, the PCCA provides The School District of Philadelphia with funding to support education and training of approximately 675 students enrolled in the HRTT academy sites which are located at the following high schools: Benjamin Franklin, Abraham Lincoln, Jules Mastbaum, Roxborough, South Philadelphia, Swenson, and George Washington. The HRTT programs are designed to support the Office of Career and Technical Education's goals by integrating rigorous academic and career standards in a core curriculum related to careers in the hospitality industry. Students will have access to program assessments, internships, work-based learning and mentoring experiences. In partnership with PCCA, students in the HRTT academies will have the opportunity to work in a hospitality-related capacity during events held at the Pennsylvania Convention Center over the course of the school year. These are all integral components of their course of study. Students graduating from a HRTT program will be prepared to enter the hospitality workforce, or pursue related post-secondary training.

In short, this grant will ensure the enhancement of instructional and career education programs offered in the schools. Moreover, the grant provides additional instructional materials, supplies, and equipment that improve learning opportunities within the HRTT program.

Authorization of a contract with Philadelphia Academies, Inc. will allow for comprehensive programmatic support for HRTT students and instructors, including state-of-the-art equipment, professional development for instructors, industry certification for students, job shadowing, field trips, college visits to schools that offer hospitality majors, guest speakers, networking, and other career exposure opportunities. Philadelphia Academies, Inc. will also facilitate general program oversight and management for the HRTT Academies, including partnering with industry members to serve in an advisory capacity and making recommendations on program improvement

ABC Code/Funding Source	\$541,854.00
419X-G04-9240-1491-3291	

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered "walk-on" resolutions.

Academic – Contracts/Payments**B-7****Resolution Reassigned to Intermediate Unit (IU-6)****B-8****Withdrawn by Staff****B-9****Resolution Reassigned to Intermediate Unit (IU-7)****B-10****Resolution Reassigned to Intermediate Unit (IU-8)****B-11****Operating Budget: \$1,500,000 Contracts with Global Arena, Language Translation Services, and Para-Plus – Special Education Document Translation Services**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts separately with Global Arena, LLC, Daniel Shamebo Sabore, dba, Language Translation Services (LTS), and Para-Plus Translations, Inc., to provide document translation services relating to special education services, on an as-needed basis for students, teachers, School District administrative staff, and students' parents, guardians, and families, for an aggregate amount not to exceed \$1,500,000, for the period commencing August 18, 2017 through June 30, 2018.

Description: As required by law, and on an as-needed basis, the Contractors will provide the School District with special education document translation services for non-English speaking students and their parents and families in all languages spoken in the School District, with a concentration in Albanian, Arabic, Chinese, French including Haitian Creole, Khmer, Russian, Spanish, and Vietnamese. The Contractors will provide document translation services with speed and accuracy. All document translations provided by the Contractors will relate to students with disabilities, students who are gifted, and special education matters and services. The Contractors will provide the School District with highly qualified translators to accurately translate all documents needed in minimal turn-over time to assure the delivery of translated documents covering all aspects of student educational programs. Documents to be translated include but are not limited to notices, requests for parent meetings, educational team meeting reports, student report cards, academic progress and attendance reports, progress monitoring, truancy notices, psychoeducational evaluations, special education evaluation and reevaluation reports, Individualized Educational Programs (IEPs), 504 Plans, behavioral and academic interventions, transition plans, medical regimens and records, notices of disciplinary actions, documents relating to due process proceedings, Court Orders and litigation, and other student records.

In response to Request for Proposal (RFP) 550, issued by the School District's Office of Procurement Services on May 25, 2017, eight vendors submitted proposals to provide special education document translation services for the School District. After careful consideration, a School District proposal evaluating team selected Global Arena, Language Translation Services and Para-Plus Translations as the most qualified companies to provide large-scale School District-wide document translation services.

ABC Code/Funding Source

\$1,500,000.00

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered "walk-on" resolutions.

1901-005-9580-2124-3221 Operating

B-12

Operating Budget: \$70,500 Payment of Philadelphia Public League 2017-2018 Membership Dues

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to make payment to the Philadelphia Public League (PPL) for annual membership fees for the forty-seven District high schools in the league, which will be used to support the programming and infrastructure of the PPL, for an amount not to exceed \$70,500, for the period commencing September 1, 2017 through June 30, 2018.

Description: The School District of Philadelphia, as members of the Philadelphia Public League (PPL), is governed by the policies and procedures established by the PPL and are eligible to compete for PPL League Championships in the 2017-2018 school year. Forty-seven School District of Philadelphia high schools are member schools of the PPL. Each member school pays an annual fee to the PPL. Annual membership dues are used to support the programming and infrastructure of the PPL: administration, regular season programming, championship awards and medals, cost of officials at post-season events, facilities usage at post-season events, use of ArbiterSports scheduling software, and access to the Drexel University Coaching Education Partnership. PPL dues are set at \$1,500.00 per school. All public and charter schools who are members of the PPL must pay membership dues annually in order to participate in the league.

ABC Code/Funding Source	\$70,500.00
1100-004-9JQ0-3252-3291 Operating	

B-13

Operating Budget: \$24,575 Payment of PIAA 2017-2018 Membership Dues

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to make payment to the Pennsylvania Interscholastic Athletic Association (PIAA) for annual dues required to maintain the memberships of School District high schools in the association, for an amount not to exceed \$24,575, for the period commencing September 1, 2017 through June 30, 2018.

Description: Applications will be submitted to the Pennsylvania Interscholastic Athletic Association (PIAA) for each member high school in 2017-2018. The School District of Philadelphia, as a member of the PIAA, will continue to be governed by the policies and procedures established by the PIAA and will continue to be eligible to compete for PIAA Inter-District and State Championships in 2017-2018. PIAA annual dues are assessed to all public, non-public, and charter schools who are members of the PIAA.

ABC Code/Funding Source	\$24,575.00
1100-004-9JQ0-3252-3291 Operating	

B-14

Operating Budget: \$26,000 Payment of PIAA District XII 2017-2018 Membership Dues

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to make payment to the Pennsylvania Interscholastic Athletic Association District XII (PIAA District XII) for annual fees required for expenses and related costs to District XII playoff and championship contests in all 22 interscholastic sports programs at the 43 high

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

**A-40 and A-42 will be considered "walk-on" resolutions.*

schools in the association, for an amount not to exceed \$26,000, for the period commencing September 1, 2017 through June 30, 2018.

Description: The School District of Philadelphia, as members of the Pennsylvania Interscholastic Athletic Association (PIAA) and specifically PIAA District XII, is governed by the policies and procedures established by the PIAA and are eligible to compete for PIAA Inter-District and State Championships in the 2017-2018 school year. Forty-seven School District of Philadelphia high schools are member schools of the PIAA in District XII. Each member school pays a membership fee to the PIAA and to PIAA District XII. Annual membership dues are used to support the infrastructure of District XII: administration, eligibility hearings, investigations, post season playoffs, post season officials, post season trainers, security, facilities usage, monthly meetings, travel to and from games, and liability insurance coverage for all participating student athletes. PIAA membership fees are dues that are assessed according to student enrollment. All public, non-public, and charter schools who are members of the PIAA pay both state and local membership dues annually, in order to participate.

This resolution is to pay for the fees of the forty-seven member schools in PIAA District XII.

ABC Code/Funding Source	\$26,000.00
1100-004-9JQ0-3252-3291 Operating	

B-15

Operating Budget: \$26,000 Contract with Mr. Kingpin LLC/Erie Lanes Bowling Site Rental 2017-2018

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 Mr. Kingpin LLC, d/b/a Erie Lanes to provide a bowling facility for use by PIAA District XII Philadelphia Public League, for an amount not to exceed \$26,000, for the period commencing November 24, 2017 through April 1, 2018.

Description: The PIAA District XII Philadelphia Public League for The School District of Philadelphia hosts bowling programs involving student athletes in District high schools. Bowling is an extramural sport, which provides the opportunity for students to learn and enjoy the sport. The bowling program encompasses 27 female and 29 male teams, including both public and charter schools. The total number of high school student athletes that participated in the 2016-2017 bowling program was 386. Coaches were provided from each school to work with student athletes to improve skills set and accuracy in this sport. Coaches provide valuable feedback to the Bowling Sports Chairperson on activity, scores, and rankings for each participating student athlete.

The following District high schools participate in the Philadelphia Public League girls/boys bowling program: Lincoln, Benjamin Rush, Bartram, Ben Franklin, Carver, Central, Constitution, Dobbins, Fels, Frankford, Furness, Girls' High, Lankenau, Mastbaum, Northeast, Paul Robeson, Penn Treaty, Randolph, Saul, Sayre, School of the Future, South Philadelphia, and West Philadelphia. Schools were chosen on the basis of student interest, participation numbers, as well as a feasibility assessment of a school's ability to host and sustain a viable bowling team.

ABC Code/Funding Source	\$26,000.00
1100-004-9JQ0-3252-5131 Operating	

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered "walk-on" resolutions.

B-16**Categorical/Grant Fund: \$180,000 Amendment of Contracts with Explore Colleges and All Aboard Tours and Travels LLC – College Tours**

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. 574/F17, originally entered into with Explore Colleges Inc. pursuant to Resolution, B-9 approved by the School Reform Commission on June 16, 2016 by increasing the amount of the contract by an additional \$90,000 from \$90,000 approved by Resolution B-9, to an amount not to exceed \$180,000, and by extending the term of the contract from its original scheduled expiration date of September 24, 2017 through September 24, 2018, to provide customized enhanced college tours for Gaining Early Awareness and Readiness for Undergraduate Programs College Readiness Collaborative Communities (GEAR UP CRCC) schools; and be it

FURTHER 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. 575/F17, originally entered into with All Aboard Tours and Travel, LLC, pursuant to Resolution, B-9 approved by the School Reform Commission on June 16, 2016 by increasing the amount of the contract by an additional \$90,000 from \$90,000 approved by Resolution B-9, to an amount not to exceed \$180,000, and by extending the term of the contract from its original scheduled expiration date of September 24, 2017 through September 24, 2018, to provide customized enhanced college tours for Gaining Early Awareness and Readiness for Undergraduate Programs College Readiness Collaborative Communities (GEAR UP CRCC) schools.

Description: Explore Colleges (EC) and All Aboard (AA) will support the Gaining Early Awareness and Readiness for Undergraduate Programs College Readiness Collaborative Communities (GEAR UP CRCC) Project by guiding early preparation for post-secondary education through college and career planning, as well as increasing awareness of post-secondary options. This will be achieved via deliberate, interactive single and multi-day campus tours (during the academic school year, with opportunities for college trips to support GEAR UP summer enrichment programs) for students from GEAR UP designated high schools, which include: Benjamin Franklin, Edison, Frankford, Fels, Kensington CAPA, Kensington Health Sciences, Kensington Urban/Business, School of the Future, Martin Luther King Jr., Overbrook, Penn Treaty, and West Philadelphia and their elementary/middle school feeders.

During their college visit experience, students will learn about campus enrollment, academic programs, tuition rates, housing options, admissions requirements, and campus life. This information will provide students with valuable insight into what is needed for their college exploration process.

Both Explore Colleges and All Aboard have been selected as college experience vendors for their level of professionalism, quality of the visit experience, and their capacity to accommodate the varied requests of all GEAR UP CRCC schools. Explore Colleges and All Aboard submitted quotes for services under The District's Title I grants policies. Both vendors were screened and selected based on the following:

1. Level of professionalism - Explore Colleges and All Aboard understand the need and breadth of the GEAR UP CRCC initiative. In this understanding, both vendors have been able to customize the college campus experience based on the needs of the participating students and the goals of the GEAR UP CRCC grant.
2. Quality of Enhanced Visit Experience - Explore Colleges and All Aboard are one of few providers who

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**A-40 and A-42 will be considered "walk-on" resolutions.*

allow students in-depth insight into the college life experience. This is done through personalized campus tours, meetings with college and university faculty and staff and a customized presentation with the Admissions Staff.

3. Capacity to accommodate - unlike the other vendors that were vetted, based on the individuality of each GEAR UP school and the rate at which requests for campus visit experiences would be received, both Explore Colleges and All Aboard are able to accommodate throughout the academic year in addition to any requests during the summer months.

Based on the above, and their flexibility in pricing, both Explore Colleges and All Aboard are most compatible in their ability to accommodate the needs of the GEAR UP CRCC Project.

ABC Code/Funding Source	\$180,000.00
38BX-G58-97A0-2260-3291	

B-17

Categorical/Grant Fund: \$500,000 Amendment of Contract with City Year of Philadelphia – In-School Comprehensive Services

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. 461/F17, originally entered into with City Year Philadelphia, pursuant to Resolution, B-14 approved by the School Reform Commission on June 16, 2016 by increasing the amount of the contract by an additional \$500,000 from \$1,000,000 approved by Resolution B-14, to an amount not to exceed \$1,500,000, and by extending the term of the contract from its original scheduled expiration date of September 25, 2017 through September 24, 2018, to provide students with math and literacy tutoring and academic support activities, attendance and behavior coaching, after school programs, positive climate activities, community service activities, civic engagement opportunities and college and career awareness/readiness activities in the Gaining Early Awareness and Readiness for Undergraduate Programs College Readiness Collaborative Communities (GEAR UP/CRCC) project schools.

Description: City Year Philadelphia is a youth service AmeriCorps program that has worked in successful collaboration with the district over the past eighteen years. City Year Corps Members are persons 18-25 years of age, who make a one-year, full-time service commitment to working in Philadelphia's elementary, middle and high schools. Teams of Corps members represent a diverse population as defined by race, culture, class and education level. The following schools expected to participate in School Year 2017 - 2018 include, but are not limited to: Frankford High School, Edison High School, Kensington High School, Penn Treaty High School and High School of the Future. Through this collaboration, City Year will continue to work intensively with students, teachers, principals and school staff to enhance academic support activities, after school activities, positive climate activities, and college and career awareness activities. Corps members will work with school staff to identify students that will receive targeted and intensive supports. City Year will deploy teams of corps members managed by one City Year staff member (Impact Manager). The Managing Director, Impact Director, and the Executive Director will provide senior staff input and oversight for this program. The program will report directly to the GEAR UP College Readiness Collaborative Communities (CRCC) Project in the District's Office of College and Career Readiness.

Contracted City Year services will fall into the categories described below in each of the participating schools:

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**A-40 and A-42 will be considered "walk-on" resolutions.*

ACADEMIC SUPPORT - City Year will provide academic support for students in grades 9-10. Services include: providing in-class academic support including pull-out, push-in, one-on-one or small group tutoring, report card conferences with students, attendance and behavior coaching/mentoring and phone calls home if students are absent to prevent truancy.

COLLEGE AND CAREER PREPARATION - Under the direction of or in partnership with the school counselor and GEAR UP Program Managers, corps members will develop and implement college/career programs; assist in the development and execution of goals formalized in the Individualized Learning Plans (ILP) process as it relates to college and career awareness; assist in the introduction and exposure of 9th grade students to college and career activities that will increase awareness and practical steps that are necessary to achieve goals that have been set in the ILP. This includes and is not limited to assisting in the planning and implementation of college and career fairs, college trips, career day(s) and registration for PSAT.

AFTER SCHOOL ENRICHMENT ACTIVITIES - Corps members will engage students in after school enrichment activities that support academic achievement and address student needs, with a focus on homework assistance, individual/small group tutoring, character building and leadership development activities.

POSITIVE SCHOOL CLIMATE - Corps members may plan or support events that recognize outstanding or improved student attendance, behavior or academic performance as well as events that build school pride, safety and student engagement, including but not limited to fall festivals, math and literacy family nights, honor roll and perfect attendance celebrations, spirit days, etc.

COMMUNITY SERVICE AND CIVIC ENGAGEMENT - Corps members will engage students in community service and civic service projects that help them fulfill 9th grade community service requirements towards graduation and prepare them to be productive and engaged citizens. Services include: developing school and community service projects in addition to other leadership development activities.

Corps members will be present in schools a total of 9.5 hours per day based on the start and end time of the school. Corps members will occasionally help with GEAR UP events on weekdays, evenings and weekends.

City Year focuses on fighting the national dropout crisis. They are able to leverage the talent, energy and idealism of corps members to serve as tutors, mentors and role models in underserved, urban schools to help students stay on track and get back on track in order to graduate on time and help increase the graduation rate nationally. Each year, more than half of the approximately 1.2 million students who drop out across the country are from minority groups. City Year serves in 24 major communities to reverse this trend and develop an urban graduate pipeline.

In Philadelphia, over 255 corps members have served 17,000 students. City Year's focus aligns with the GEAR UP Partnership goals as listed in the justification section below as well as the District's Anchor Goal 1.

The following are bullet points taken from the City Year Year 2 Evaluation Report 2014-2015 as prepared by the School District of Philadelphia's Office of Research and Evaluation

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Key findings Implementation (Page 3)

- Students were highly satisfied with the mentoring they received.
- Teachers felt strongly supported by corps members' contributions to their classrooms. Impact (Page 3)
- Teachers reported an increased ability to differentiate instruction when corps members were working in their classrooms.
- Independent of hours accumulated, being on a City Year focus list for most of the year, which is largely dependent on early identification, was associated with:
 - Higher English grades, including the finding that these City Year students outperformed matched control students.
 - Higher Math PSSA scaled scores, including better performance compared with matched controls.
 - Math tutoring was most impactful for the most underperforming students.
 - Intensive attendance coaching, in terms of number of coaching minutes, led to significantly improved Average Daily Attendance.

ABC Code/Funding Source
38bx-g58-97A0-2260-3291

\$500,000.00

B-18**No Cost Amendment of Contract with Princeton Review – Tutoring and 9th Grade Transition Services**

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. 572/F17, originally entered into with Princeton Review pursuant to Resolution B-8, approved by the School Reform Commission on December 15, 2016, by extending the term of the contract from its original scheduled expiration date of September 25, 2017 through September 24, 2018, at no additional cost.

Description: The Philadelphia GEAR UP College Readiness Collaborative Communities Project (GEAR UP CRCC) is a system-changing, capacity building initiative designed to have an impact on students and schools that lasts well beyond the end of federal funding. Heavy emphasis in all components of GEAR UP CRCC are centered around the development of collaborative structures and partnership building at the school level.

The Princeton Review (TPR), a test preparation and college admissions services company, will provide tutoring resources via Tutor.com and incoming 9th grade transition services via the Up Next Program. Tutor.com and Up Next will specifically support 8th and 9th grade students under the GEAR UP CRCC cohort.

Tutor.com, an online academic resource, provides 24 hour, 7 days a week online academic support for students in the areas of English, math, science and social studies. Tutor.com services also extend to offer test prep support for the PSAT, ACT and SAT, in addition to SAT subject-tests. These available at anytime services will provide additional support beyond the classroom for continuous academic support in increasing student's knowledge in these areas.

The Princeton Review's Up Next program helps students master the skills they need to succeed in high school and in college through personalized, hands-on instruction and online workshops. These in-person

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and online workshops include, but are not limited to: goal setting, time management, developing critical thinking skills and financial literacy.

ABC Code/Funding Source

N/A

B-19

Ratification of Memorandum of Understanding with Minorities in Science and Technology and/or Martin St. Productions – Gear Girls Documentary

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent, of a Memorandum of Understanding with Minorities in Science and Technology and/or Martin St. Productions, to film a documentary about the past, present and future of minorities and women in STEM within George Washington Carver High School of Engineering and Science, at no cost to the School District, for the period commencing September 1, 2016 through September 30, 2018. The Memorandum of Understanding must be in a form acceptable to the Office of General Counsel.

Description: The Gear Girls documentary follows the George Washington Carver High School Gear Girls robotics team throughout the 2016-2017 school year. The film focuses on the success and challenges of the five senior girls (Alexsis Davis, MyKyah Vessels, Venise Martinez, Qadirah Jones and Keisha Smith) who lead the team at competitions with FIRST Robotics and Sea Perch. Additionally, the film incorporates the work of Gear Girl mentors and established women in STEM, weaving their journeys into the film as well. We are seeking a ratification after the start date because of the time sensitive nature of the topic. The production team approached Carver E&S about the project late in the summer of 2016 and sought to begin filming in September 2016 because the focal point of the film would be five seniors who graduated in June 2017. After initial notification, various School District of Philadelphia departments gave verbal consent for the filming to begin until an SRC resolution was executed. The film crew spent the entire 2016-17 school year filming the students, and it follows their experience in school as well as several robotics competitions. The intention is to complete the final version of the film in June 2018 and apply for film festivals. Any profit from the film will be handled by a third party accounting firm and directed to scholarship money for the girls.

ABC Code/Funding Source

N/A

B-20

Operating Budget: \$175,000 Contract with Finishing Trades Institute of the Mid-Atlantic Region (District Council 21) – Pre-Apprenticeship Training Program

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 the Finishing Trades Institute of the Mid-Atlantic Region (the official training provider of The International Union of Painters and Allied Trades District Council 21 Apprenticeship Training and Journeyman Education Fund), to provide a painting and glazing pre-apprenticeship program at the District Council 21 training facility for approximately sixty (60) students enrolled in Career and Technical Education Construction trades programs, for an amount not to exceed \$175,000.00, for the period commencing August 18, 2017 through June 30, 2018.

Description: The purpose of this resolution is to authorize a contract with the Finishing Trades Institute (FTI) of the Mid-Atlantic Region, the official training provider of The International Union of Painters and

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Allied Trades District Council 21, to provide a painting and glazing apprenticeship preparation program at District Council 21's state-of-the-art training facility, located in Northeast Philadelphia. The District's Office of Career and Technical Education (CTE) has partnered with FTI / District Council 21 over the past six years in an effort to offer District CTE students with quality, real world training in the finishing trades, thereby preparing students to enter the painters and glazers trades union, District Council 21, or other trades unions as apprentices. The amount of the contract will be \$175,000.00. This pre-apprenticeship training program will be offered to approximately up to sixty (60) students enrolled in CTE Construction trades programs.

This training program will allow students to build knowledge and attain technical skills in the painting and glazing professions, earn OSHA 10 and First Aid/CPR certifications, and provide the foundational skills necessary to be admitted as apprentices into District Council 21 or other trades unions. Funds through this contract will be utilized by FTI to offset costs for facilities usage, materials, supplies, and salaries and benefits for two FTI/District Council 21 master tradesmen to serve as instructors for the program. The two instructors will each deliver a course, one painting and one glazing course. The instructors will also visit the schools on recruitment visits to speak to students and parents about this training opportunity. The glazing course will focus on the art of glass installation for commercial and industrial uses, and the painting course will focus on the craft of painting for commercial, residential, and industrial uses as well as interior and exterior painting techniques. To be considered for admission, students must express a true desire to excel in the finishing trades, as well as sit for an interview with FTI staff. Courses will be offered twice a week over the course of the school year, and on those two days, students will report directly to District Council 21's state-of-the-art training facility in Northeast Philadelphia. The criteria on which students will be selected for admission will include grades, attendance and behavior.

Students participating in this program will have the opportunity to earn OSHA 10 and First Aid/CPR certifications. Students who complete the program and graduate from high school will have the opportunity to take a one week, 40 hour course, at FTI on Leadership Communications. Students who successfully complete that week they will be granted a total of 12 college credits, 9 for the training program and 3 for the Leadership Communications course. These credits are recognized by several schools, including FTI, that have articulation agreements with District Council 21.

ABC Code/Funding Source	\$175,000.00
1200-006-9240-1391-3291 Operating	

B-21

Operating Budget: \$85,000 Contract with the Philadelphia Fire Department – Firefighter/EMT Training Program at Randolph Career Academy

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 the Philadelphia Fire Department to provide a Firefighting/Emergency Medical Training Program at A. Philip Randolph Career Academy, for an amount not to exceed \$85,000.00, for the period commencing July 1, 2017 through June 30, 2018.

Description: The Fire/EMT Academy Program serves 10th, 11th and 12th graders at Randolph Career Academy. The program includes instruction - both theory and hands-on - in emergency medical services. In order to efficiently and effectively accomplish this goal, qualified firefighters who are certified as

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Emergency Medical Services instructors are required.

The purpose of this resolution is to authorize a contract with the Philadelphia Fire Department (PFD) to provide a Firefighting/EMT Academy Program to Career and Technical Education students at Randolph Career Academy. The program is designed to provide quality, real world training, which will increase the number of students who are qualified to become firefighters and emergency paramedics in the City of Philadelphia. This program will expose up to seventy-two (72) Randolph Career Academy students, from grades 10 through 12, to the demanding field of public safety.

The Philadelphia Fire Department will assign three full-time Firefighter/Emergency Service Paramedic who will deliver Emergency Medical Technician (EMT) training throughout the 2017-2018 school year. The qualified instructors are firefighters who are certified as Emergency Medical Services instructors. All instructors possess Emergency Medical Training and Cardiopulmonary Resuscitation (CPR) certifications and will be preparing students to receive these certifications as well.

The Emergency Medical Technician curriculum that will be taught at the school directly mirrors the U.S. Department of Transportation, National Highway Safety Administration, EMT-Basic and National Standard Curriculum. The instructors will be responsible for not only teaching the class, but also for preparing daily lesson plans, grading quizzes & tests, developing & coordinating Philadelphia Fire Department-sponsored activities for students, and conducting recruitment trips to middle schools to promote the Randolph Fire/EMT Academy as a viable option for students interested in the public safety profession. In addition to the full-time instructors, the Fire/EMT Academy will receive weekly visits and ongoing support from other personnel from the Philadelphia Fire Department, such as a Fire Lieutenant and a Fire Captain, who will provide additional workshops and resources to support the instructors and students.

All students participating in this program will have the opportunity to receive EMT, CPR, AED and Firefighter I certifications, and will be prepared to enter the public safety workforce. In order for the District's students to receive their EMT and Firefighter I certifications, they must be taught by certified members of the Philadelphia Fire Department.

ABC Code/Funding Source	\$85,000.00
1200-006-9240-1391-3291 Operating	

B-22

Categorical/Grant Fund: \$55,000 Contract with Careers through Culinary Arts Program, Inc. – Support 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 Careers through Culinary Arts Program, Inc., to provide curriculum enrichment programming for culinary arts teachers and students at George Washington, Benjamin Franklin, Dobbins CTE, Edison, Frankford, Mastbaum, Martin Luther King, Randolph, Strawberry Mansion, Swenson and South Philadelphia High Schools, for an amount not to exceed \$55,000, for the period commencing August 18, 2017 through June 30, 2018.

Description: Currently, eleven culinary programs exist across District Career and Technical Education high schools. To promote and provide first rate culinary training, meaningful college and career advising,

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and critical hands-on real real-world experience, the Office of Career and Technical Education (CTE) will contract with Careers through Culinary Arts Program, Inc. (C-CAP).

C-CAP has a long history and successful track record of high-quality programming that prepares underserved youth for careers in the professional culinary industry.

Specifically, C-CAP’s curriculum enrichment programming will include the following:

Teacher Training: C-CAP will provide District culinary teachers with professional development sessions to build teachers' knowledge and skills to enhance student outcomes, including enhanced Rouxbe video technology provided to each school.

Scholarships and Cooking Competitions: students will have the opportunity to compete in annual C-CAP cooking competitions to win post-secondary school scholarships as part of the largest independent culinary scholarship program in the country.

In addition to the Cooking Competitions, C-CAP conducts recipe competitions during the school year. The students create recipes following specific guidelines. Winners of the recipe competitions receive awards and/or cash scholarships.

Job Training & Internships: Students will engage in job shadowing, job readiness training and internships to enhance work skills and on-the-job experience. C-CAP will conduct a job training workshop at the end of the school year to prepare interested and qualified students for summer internships. C-CAP places the students who successfully complete the job training workshop in summer jobs where they work for a minimum of six weeks, a minimum of 35 hours per week and earn at least minimum wage. Weekly meetings with the interns are conducted by C-CAP to support their efforts in the workplace.

Career Advising: Ongoing career counseling is available to build students' awareness of opportunities and help alumni progress in their careers. C-CAP students will have access to Culinary Agents, a job search, job matching and networking website designed by a technology expert and inspired by a C-CAP graduate. C-CAP students have a special designation on this website.

College Advising: College and career advisors work with all scholarship winners to ensure their success in school and in the industry.

Product Donations: C-CAP will solicit product donations from various manufacturers/businesses and monitor distribution of donations to the schools. Previous donations have included high quality Belgian chocolate, flour, olive oil, almonds, cheese, pasta, and smallwares.

Materials: Competition applications, recipes and guidelines will be provided by C-CAP. In addition, the awards program and awards certificates will be provided by C-CAP. Competition ingredients will be provided by C-CAP. Materials for teachers' professional development and students' job training and "College 101" will be provided by C-CAP.

ABC Code/Funding Source	\$55,000.00
270X-G06-9240-2278-3291	

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered “walk-on” resolutions.

B-23**Various Funds: \$800,000 Contract with College Board – Advanced Placement/PSAT/SAT**

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 The College Board to deliver and score the PSAT 8/9, PSAT, and SAT as well as the Advanced Placement Assessments in all School District of Philadelphia high schools for an amount not to exceed \$800,000 for the period commencing September 1, 2017 through June 30, 2018.

Description: The College Board is a mission driven organization that was created to connect students to higher education opportunities. The company will provide School District of Philadelphia students in grades 9 through 11 with the Preliminary Scholastic Aptitude Test (PSAT) and students in grade 12 with the Scholastic Aptitude Test (SAT). In addition, College Board will provide students participating in Advanced Placement (AP) classes with the assessment for the course and professional development for the teachers.

During the fall of 2016 over 15,000 School District of Philadelphia students in grades 9 through 11 participated in taking the PSAT district wide. This opportunity provided students with early exposure to the SAT and gave them the ability to be one step closer to college preparedness. In addition, students were able to receive free personalized online resources and practice exams tailored to their strengths and weaknesses based on PSAT scores. The District recognizes the importance of this initiative and would like to continue to provide students, who otherwise may have not taken the PSAT exam with the opportunity to do so during the 2017-2018 school year. To ensure that every senior has the opportunity to take the SAT exam, students must have the option to test during the school day.

During the 2016-2017 school year, every high school senior had an opportunity to take the SAT exam during the school day. This helped remove barriers that many of our students face with Saturday testing. Approximately, 6000 Philadelphia seniors participated in the nation wide SAT School Day testing. Consistent exposure to college readiness exams will continue to prepare students for college level expectations and coursework. Contracting with College Board will allow the District to continue this advantageous initiative.

Lastly, College Board will also provide professional development sessions for teachers teaching advanced placement courses across all district high schools. The week long training session across multiple content areas will allow teachers to stay abreast of the most up to date information in their respective areas of expertise.

ABC Code/Funding Source	\$800,000.00
1100-004-9KT0-124B-3291 (\$400,000.00)	
201X-G04-9KT0-2386-3291 (\$400,000.00)	

B-24**Operating Budget: \$415,000 Contract with International Baccalaureate Organization**

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 the International Baccalaureate Organization to provide educational program and certificates to various elementary, middle and high schools, for an amount not to exceed \$415,000, for the period commencing

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

**A-40 and A-42 will be considered "walk-on" resolutions.*

August 17, 2017 through June 30, 2018.

Description: The purpose of this resolution is to authorize payment of invoices from International Baccalaureate Organization for annual fees, annual candidate fees, and examination fees, which allow schools to participate in the International Baccalaureate (IB) Programme. The participating schools include, but are not limited to, Bodine High School, Central High School, Girls High School, Northeast High School, Washington High School, Hill-Freedman Middle School, Mayfair Elementary School, and Wilson Middle School. We currently have approximately eighteen hundred students enrolled in International Baccalaureate classes.

The IB Programme aims to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect. In addition, IB students become independent thinkers who drive their own learning and become more culturally aware and increasingly globalized through the IB curriculum. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessments. IB is the sole provider of these programs and the District has been participating in IB Programming for over a decade. Individual schools along with district recommendations make the decision to pursue the International Baccalaureate Programme by submitting an application, participating in a number of rigorous site visits, providing on-going professional development to teachers and ultimately being granted authorization by the International Baccalaureate Organization.

ABC Code/Funding Source

\$415,000.00

1100-004-9KT0-124B-3291 Operating

B-25

Ratification of No Cost Contract Amendment with Renaissance Learning STAR Enterprise – Universal Screeners for Response to Instruction and Intervention

RESOLVED, that the School Reform Commission hereby ratifies the amendment by The School District of Philadelphia, through the Superintendent, previously authorized Contract No. 513/FY14, originally entered into with Renaissance Learning STAR Enterprises pursuant to Resolution B-12 approved by the School Reform Commission on September 23, 2013, to provide the use of Renaissance STAR, a literacy/math universal screener for all students in grades 6-12, by extending the term of the contract from its original scheduled expiration date of June 30, 2017 to June 30, 2018, at no cost to the School District.

Description: The ratification component of this resolution is being requested to seek authorization to extend the term of Contract No. 513/FY14, approved by the School Reform Commission on September 23, 2013, from June 30, 2017, to June 30, 2018. The extension of the contract with Renaissance Learning STAR Enterprises will give the District more time to address and meet the goals set forth in The School District of Philadelphia's Action Plan with fidelity and to improve student outcomes.

Universal screening is used to identify and/or predict students who may be at risk for poor learning outcomes, or in need of enrichment. All students are screened/benchmarked a minimum of three times per year to determine academic status against grade-level standards. The STAR assessments have already been successful in identifying gaps in achievement for District students and determining tiered supports to address their needs. This service will continue to provide supports and a means of data analysis for students in grades 6-12 while allowing for shared ownership as the universal data can be shared with

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**A-40 and A-42 will be considered "walk-on" resolutions.*

administrative teams, grade level teams, student specific teams, and parents. Universal screening tests are typically brief, conducted with all students at grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status. Universal screening enables the District to focus on the fidelity of implementation and selection of evidence-based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

The assessments are norm-referenced and use computer-adaptive testing to provide the most reliable information in the shortest amount of time. STAR Enterprise connects assessment with instruction through research-based learning progressions. This is accomplished by mapping student scores on each of the STAR assessments to research-based learning progressions for reading and math. STAR Enterprise provides, through a suite of Instructional Planning tools, valuable skills-based data and resources to inform instruction and practice.

STAR assessments are used to monitor student growth throughout the year, to estimate students' understanding of state standards, and predict students' performance on the state test. In addition, STAR helps teachers determine appropriate instructional levels and skills that students are ready to learn.

ABC Code/Funding Source

N/A

B-26

Categorical/Grant Fund: \$300,000 Contracts with Oxford University Press and Houghton Mifflin Harcourt – Supplemental Instructional Materials

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, to execute, deliver and perform a contract with Oxford University Press for an amount not to exceed \$225,000 and with Houghton Mifflin Harcourt for an amount not exceed \$75,000, for an aggregate amount not to exceed \$300,000, subject to funding, to provide supplemental instructional materials and/or aids for courses for secondary English Learners, for the period commencing August 18, 2017 through June 30, 2020.

Description: Beginning in school year 2017-2018, the Office of Multilingual Curriculum and Programs (OMCP) will offer new courses facilitated by District content teachers for secondary English Learners (ELs) including newcomers (ACCESS Level 1) and ELs who need additional academic language/literacy supports (ACCESS Levels 2 - 4). The courses include, but are not limited to, Linguistic Development, Cross Curricular Language Development and ELD Senior Capstone. Instructional materials and online tools and resources are included and aligned with PA Core Standards and Wisconsin, Delaware, and Arkansas (WIDA) English Language Development Standards.

This award establishes two sources for the Office of Multilingual Curriculum and Programs, schools, and administrative offices to purchase instructional materials and learning tools that are culturally sensitive and effective in promoting the academic language and content knowledge growth of the ELs.

This award represents the completion of the Request for Qualifications (RFQ) #177, Supplemental Materials and Instructional Aids for Secondary English Learners, issued by Procurement on May 30, 2017.

ABC Code/Funding Source

\$300,000.00

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered "walk-on" resolutions.

237X-G07-9470-2264-6441 Title III

B-27

Operating Budget: \$51,000 Contract with Lorin Clay – Program and Community Coordinator – Science Leadership Academy @ Beeber

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 Lorin Nicole Clay, to provide guidance with respect to community partnering, organizing and maintaining coursework with these partners, supporting academic program, and recruitment events, for an amount not to exceed \$51,000, for the period commencing September 1, 2017 through June 30, 2018.

Description: As the Coordinator, Lorin Clay will assist Science Leadership Academy @ Beeber with creating and maintaining relationships with outside partners, organize mini-courses and Individual Learning Projects. Consultant will also support the school with recruitment efforts, site visits, new student orientation, open houses, and supporting academic programs.

ABC Code/Funding Source	\$51,000.00
1100-004-2680-1103-3291 Operating	

B-28

Categorical/Grant Fund: \$94,200 Contract with Learning Forward – Comprehensive Professional Learning Plan Development

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 Learning Forward to provide professional services to develop and implement a five-year district-wide comprehensive professional learning plan, for an amount not to exceed \$94,200, for the period commencing September 1, 2017 through June 30, 2018.

Description: Professional development is important and necessary for the ongoing growth of teachers, leaders, and other professionals within the District. While subject expertise lives within the various offices, a high quality learning experience must be aligned to consistent standards that are grounded in research and best practice. Increasing the effectiveness of professional development is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators.

Learning Forward is the lead developer, publisher, and copyright holder of the internationally recognized Standards for Professional Learning, which define quality professional learning for educators at all levels. The Office of Teaching and Learning will partner with Learning Forward to develop and implement a five-year district-wide comprehensive professional development plan rooted in the Standards for Professional Learning that will lead to improved practice and better results for students. Standards for Professional Learning outline the characteristics of professional learning that give rise to effective teaching practices, supportive leadership, and improved student results.

Best practices in comprehensive planning requires the ability to diagnose the current state as well as prioritize and organize next steps in response to the data. Learning Forward has experience working with other districts of similar size to Philadelphia (e.g. Duval County Public Schools in Florida and Fort Bend Independent School District in Texas) to engage in this type of intricate planning. Our work with Learning Forward will be executed in phases over the course of one year.

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Phase 1 will focus on gathering information to assess the current status of professional learning in the district. This will include focus groups with educators across the system, meeting with district leadership, and establishing a shared understanding of the Standards for Professional Learning. This learning phase will culminate in creating a Professional Learning Task Force who will help identify system strengths and areas for improvement.

Phase 2 will focus on developing a draft comprehensive plan that will include multiple cycles of feedback and revision. The plan will be created in sections, driven by the 22 components recommended by Learning Forward in a comprehensive professional learning plan. The 22 components are aligned to the 7 standards for professional learning, developed by Learning Forward.

Phase 3 will focus on defining roles and responsibilities, identifying short- and long-term goals for improvement and establishing methods for ongoing communication.

ABC Code/Funding Source	\$94,200.00
201X-G52-9KS0-2272-3291 Title I	

B-29

Categorical/Grant Fund: \$34,281.50 Ratification of Contract with Children’s Literacy Institute – Professional Development

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 Children's Literacy Initiative to provide professional development services to teacher in grades Kindergarten through 3 at Henry C. Lea Elementary School, for an amount not to exceed \$34,281.50, for the period commencing September 1, 2016 through June 30, 2017.

Description: This ratifying resolution is submitted to address costs of an existing service model within the school and to change the funding source for those services. In the future, no further service will be allowed in Henry C. Lea Elementary School without a prior LCA or SRC Resolution approval, as clear instructions regarding expense requirements have been shared.

Services for the 2016-2017 school year included coaching hours for Kindergarten through 3rd grade teachers at the Lea School: 12 teachers x 25 hours = 300 hours total; three Leadership Team Meetings throughout the year; two Lesson Study Cycles per grade at the Lea School, planned for November/December and February/March with each grade's cycle containing 3 Grade Level Meetings & 1 Demo Lesson for 8 cycle total; two meetings for the year that happened in conjunction with other PELS school principals; and materials and hospitality for the Project Kickoff Meeting for the Lea School.

ABC Code/Funding Source	\$34,281.50
201X-G02-1340-1101-3291 Title I	

IV. INTERMEDIATE UNIT

IU-1

IDEA: \$2,617,112 Contracts with Camelot, Community Council Education Services, Inc., and NHS Woodhaven – Alternative Special Education Settings

RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit 26 (IU-26), authorizes IU-26, through the Executive Director or his

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designee, to execute, deliver and perform contracts separately with the Camelot Schools of Pennsylvania, for an amount not to exceed \$1,095,729, with Community Council Education Services, Inc., for an amount not to exceed \$759,383, and with NHS Woodhaven, for an amount not to exceed \$312,000, for an aggregate amount not to exceed \$2,617,112, to provide Alternative Special Education Settings for students with severe disabilities, for the period commencing August 18, 2017 through June 30, 2018.

Description: This resolution is to request authorization to renew contracts with Camelot Schools of Pennsylvania, Community Council Education Services, Inc., and NHS Woodhaven, to provide Alternative Special Education Settings (ASES) programs primarily for students with emotional disturbance and with serious behaviors that impede learning to such an extent that they cannot be effectively educated at their regular District neighborhood schools. The ASES programs are operated on sites owned or leased by the Contractors and approved by the School District. The purpose of the ASES program is to provide students with the intense behavioral interventions and supports they need in order to learn the skills necessary to appropriately function in the regular school environment. The goal of the ASES program is to prepare these students to transition back to their regular District home schools. ASES programs are a far less restrictive, expensive and lengthy alternative than sending students, with behaviors that impede learning, to Approved Private Schools or regular private schools.

On October 7, 2013, the District's Office of Specialized Services (OSS), through the Office of Procurement, generated a Request for Proposal (RFP No. 388) soliciting contract proposals for the delivery for Alternative Special Education Settings (ASES) for students with severe disabilities. RFP 388 called for an initial 18 month term, beginning on January 1, 2014 and ending on June 30, 2015, with an option of three annual contract renewals ending June 30, 2018, based on the District's satisfaction with the Contractors' performance. In response to RFP No. 388 the following six organizations submitted proposals: Camelot Schools of Pennsylvania, Community Council Education Services, The Devereux Foundation, Impact Academy, NHS Woodhaven, and Special Education Services, Inc. The District through RFP No. 388 identified the following three exceptionally qualified provider agencies: Community Council Education Services, NHS Woodhaven and Camelot Schools. OSS is seeking authorization to renew contracts with these agencies to provide full-time educational services and supports to students with severe behavioral and intellectual disabilities, and who, as a result of these disabilities, require a more complex and intensive regimen of educational and therapeutic services than District schools are equipped to provide.

The Individuals with Disabilities Education Act (IDEA) mandates that local school districts provide a free and appropriate public education (FAPE) to all children with disabilities regardless of the severity of their handicapping condition, as outlined in their Individualized Education Programs (IEPs). Annually, a number of students with severe disabilities require out of District placements because the District has determined that it does not have adequate existing programs and supports to meet the needs of these students. Individual students are referred to a number of schools, based upon their individual program needs and services as outlined in their Individualized Education Plans (IEP). Each school selected has a specific specialty and focus, and accepts students whose multiplicity of needs can be appropriately met by its program and staff. The District pays 100% of the cost of tuition, one to one assistants, and any related services for students in these placements.

The provision of these programs is consistent with what is indicated in each student's IEP and addresses the specially designed instruction and related services that are needed for these students to achieve at high levels.

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**A-40 and A-42 will be considered "walk-on" resolutions.*

ABC Code/Funding Source
242X-G05-9CL0-239A-3291 IDEA

\$2,617,112.00

IU-2

IDEA: \$140,000 Contract with RoboKind, LLC – Robots for Students with Autism

RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit 26 (IU26), authorizes IU26, through the Executive Director or his designee, to execute, deliver and perform a contract with RoboKind, LLC to provide Robots, curriculum, professional development and consultation for teachers and support staff of students with autism in ten (10) School District schools, for an amount not to exceed \$140,000, for the period commencing August 18, 2017 through August 17, 2020.

Description: The Office of Specialized Services (OSS) is proposing to contract with RoboKind, LLC to provide robots, evidence-based curriculum, and staff professional development to support School District students with autism. The contractor developed a robot, known as Milo, as a highly effective intervention for improving the behavior, social, and communication skills of students with Autism Spectrum Disorder (ASD). The program shall be introduced during the 2017-18 school year and shall continue throughout the 2019-20 school year.

Humanoid robots present a non-threatening approach for students with autism to practice communication and social skills. The engaging aspect of Milo is a primary reason for the effectiveness of this intervention program. The National Professional Development Center (NPDC) on Autism Spectrum Disorder (ASD) recognizes technology-assisted instruction, through the use of robots, as one of the 27 intervention practices that have sound scientific evidence for increasing the social skills in children with ASD. The Milo robot employs NPDC approved evidence-based practices of visual supports, social narratives, video modeling, modeling, prompting (verbal and visual), reinforcement for display of target behaviors, and Applied Behavioral Analysis (ABA) principles. These practices have proven to be highly effective in improving the social behaviors and increasing the communication skills of students with ASD at all grade levels.

A Milo robot will be provided in the following ten elementary schools, in each of the School District's Neighborhood Networks: NN1- Amedee Bregy, NN2- Lewis C. Cassidy, NN3- Elizabeth Kirkbride, NN4- William Cramp NN5- Francis Hopkinson, NN6- Charles W. Henry, NN7- Thurgood Marshall, NN8- Joseph Greenberg, NN9- Thomas Holme, and Turn Around Network- Theodore Roosevelt. Approximately 100 Kindergarten through eighth-grade students attending these schools will benefit.

The Contractor provides approximately 300 robots in 285 schools nationwide. These schools are located in the following areas: Spartanburg, South Carolina; KIPP Truth Elementary, Texas; Cartersville City School District, Georgia; Franklin Special School District, Tennessee; St. Charles-District 303, Illinois; and Make It Fit Foundation, Ohio. Milo robots and curricula are utilized locally in the Chester County Intermediate Unit.

The use of Milo at the Spartanburg, South Carolina test-site demonstrated the following critical improvements in the behavior of students with ASD: Ability to recognize, communicate, express and regulate emotions; Apply calming down skills, thereby reducing behavioral issues; and ability to maintain eye contact with other people in social situations and appropriately engage in two-sided conversation. Student Individualized Education Program (IEP) data and teacher records from Spartanburg demonstrated

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that students made significant progress or mastery related to their social, communication, behavioral and academic goals during the last three academic quarters. In addition, teachers from Spartanburg confirmed that students were highly motivated and enthusiastic about working with Milo. Teachers were able to observe and measure concrete student behavioral improvements and results.

The Contractor will provide training to all School District teachers using the Milo robot and curriculum. In addition, the Contractor will provide support to teachers and staff when questions arise during implementation.

A School District evaluation team selected RoboKind, LLC through a formal competitive Request for Proposal (RFP 541) issued by the School District's Office of Procurement Services on April 25, 2017. Robot Labs also submitted a proposal. RoboKind was selected by the evaluation team as the most capable and qualified candidate.

ABC Code/Funding Source	\$140,000.00
242X-G05-9CLO-2272-3291 IDEA	

IU-3

IDEA: \$169,458.34 Contracts with Various Vendors – Special Education Training and Consultation RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit, authorizes Intermediate Unit #26, through the Executive Director or his designee, to execute, deliver and perform contracts separately with:

1. Attainment Company, for an amount not to exceed \$5,000;
2. Compass Learning, for an amount not to exceed \$8,000;
3. Educators Source, for an amount not to exceed \$6,000;
4. Fisher Educational Services, Inc., for an amount not to exceed \$40,800;
5. Hemenway Direct, Inc., for an amount not to exceed \$6,000;
6. Howbrite Solutions, Inc., for an amount not to exceed \$9,100;
7. Lindamood-Bell Learning Processes, for an amount not to exceed \$3,600;
8. Orton-Gillingham International Inc., for an amount not to exceed \$40,000;
9. QBS Inc., for an amount not to exceed \$35,200.00
10. Quality Education Solutions, Inc., for an amount not to exceed \$15,758.34,

for an aggregate amount not to exceed \$169,458.34, to provide professional development services to teachers of students with IEPs, for the period commencing August 18, 2017 through June 30, 2018.

Description: The purpose of this resolution is to provide the needed professional development services that shall ensure that teachers of students with Individualized Education Programs (IEPs) implement School District recommended research-based and proven supplementary aids, services, and interventions with accuracy and fidelity. Assisting these teachers as they provide research based, academic and behavioral specially-designed instruction and intervention will support the academic achievement of students with disabilities, help place disabled students on an equal playing field with their non-disabled peers, and reduce litigation.

The ten proposed vendors for this resolution shall provide professional development in the following areas:

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1. Attainment Company: Literacy and Math Skill Building for Students with Multiple Disabilities
2. Compass Learning: Keystone English and Algebra
3. Educators Source: Project Discovery Transition Curriculum
4. Fisher Educational Services, Inc.: Decoding and Comprehension with Reading Mastery K-12, Connecting Math Concepts K-12, Language for Learning, Language for Thinking, Language for Writing.
5. Hemenway Direct, Inc.: Rewards Reading, Rewards Plus in the Content Areas of Social Studies and Science, Rewards Writing with Sentence Refinement.
6. Howbrite Solutions, Inc.: Mathline Manipulatives.
7. Lindamood-Bell Learning Processes: Lindamood Phoneme Sequencing for Phonemic Awareness, Reading, and Spelling (LiPS).
8. Orton-Gillingham International Inc. International Dyslexia Certified Train the Trainer professional development in Multi-Sensory Language and Literacy Instruction.
9. QBS Inc.: Safety Care Behavioral Safety Program.
10. Quality Education Solutions, Inc.: Step Up to Writing, Summer Reading Camp: Peer Assisted Learning, Phonics for Reading, Rewards.

There are currently 2,100 special education teachers in the School District. These teachers collectively are responsible for coordinating the educational plans for approximately 20,000 students with an IEP. In the Office of Specialized Services (OSS), there are currently fifteen Special Education TAC (Training, Technical Assistance and Consultation) Coordinators to ensure that these teachers receive quality professional development and on-going consultative and coaching support in reading, writing, math, and differentiated instructional strategies appropriate for students with disabilities. As part of Intermediate Unit 26, the OSS TAC Team also has the responsibility of providing professional development in special education practices to Philadelphia County public charter schools. As part of the 2017-2018 Intermediate Unit 26 Plan Development, the Pennsylvania Department of Education (PDE), Bureau of Special Education (BSE) requires all Intermediate Units to conduct a professional development needs assessment in areas that align with the State Performance Plan and BSE initiatives. The needs assessment for 2017-2018 was distributed to School District assistant superintendents, principals, special education teachers, school psychologists, and school-based special education leaders. All Philadelphia County Charter Schools were surveyed as part of the needs assessment. Assessment results were used to develop the School District's special education training plan for school year 2017-2018. This plan has guided the selection of the proposed trainers and the areas of professional development.

To meet the challenge of providing ongoing training, coaching support and consultation to School District staff, and professional development to public charter school staff and those private and parochial schools in equitable participation, the OSS TAC Team is proposing to continue to utilize a strategy of contracting with qualified professionals to supplement the critical component of school-based consultation and coaching during school hours. School District teachers are not routinely available during the day for extensive didactic training. For the coming school year 2017-2018, the School District has slated 2 full-days and 5 half-days for training other than school-based training during which all staff must stay in their buildings. In school year 2016-2017, OSS was not able to offer any Saturday training, nor can Saturdays adequately offset the reduced training time during the school day. Consequently, OSS has made contracted trainers available to meet and work with teachers inside their classrooms during the school day. The selected contracted trainers have availability during school hours for dynamic school-based coaching and in-classroom support. In addition, OSS will continue to offer extensive after-school teacher "drop-in" trainings. These after-school trainings will be staffed by OSS TAC Coordinators and Network Special Education Case Managers working in tandem with the contracted trainers. OSS will continue to

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**A-40 and A-42 will be considered "walk-on" resolutions.*

use online and webinar training as it creates a professional development platform with learning opportunities that each teacher can access.

To qualify vendors, the Office of Procurement issued a Request For Proposal (RFP), Number 491, on May 25, 2016. The following vendors responded to RFP 491:

1. Attainment Company: Literacy and Math Skill Building for Students with Multiple Disabilities.
2. Compass Learning: Keystone English and Algebra.
3. Fisher Educational Services, Inc.: Decoding and Comprehension with Reading Mastery K-12, Connecting Math Concepts K-12, Language for Learning, Language for Thinking, Language for Writing.
4. Hemenway Direct, Inc.: Rewards Reading, Rewards Plus in the Content Areas of Social Studies and Science, Rewards Writing with Sentence Refinement.
5. Howbrite Solutions, Inc.: Mathline Manipulatives.
6. Orton-Gillingham International Inc. International Dyslexia Certified Train the Trainer professional development in Multi-Sensory Language and Literacy Instruction.
7. QBS Inc.: Safety Care Behavioral Safety Program.
8. Quality Education Solutions, Inc.: Step Up to Writing, Summer Reading Camp: Peer Assisted Learning, Phonics for Reading, Rewards.

OSS also identified vendors that are working with sole source and proprietary professional development materials and programming. These vendors are the following:

1. Educators Source: Project Discovery Transition Curriculum.
2. Lindamood-Bell Learning Processes: Lindamood Phoneme Sequencing for Phonemic Awareness, Reading, and Spelling (LiPS).

ABC Code/Funding Source
242X-G05-9CLO-2272-3291 IDEA

\$169,458.34

IU-4

IDEA: \$947,975 Contract with Drexel University for Specialized Professional Learning

RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit 26 ("IU-26"), authorizes IU-26, through the Executive Director or his designee, to execute, deliver, and perform a contract with Drexel University to provide up to 50 educators across two cohorts with a 18 month "course of study" leading to a Special Education Supervisory Certificate for participants who successfully complete the "course of study"; for an amount not to exceed \$947,975.00, for the period commencing August 18, 2017 to June 30, 2020, with an option for one 18-month renewal for an annual amount not to exceed \$315,991.66.

Description: The School District of Philadelphia (SDP) Office of Specialized Services (OSS) is entering a partnership with Drexel University to provide professional learning, training, and consultation for two cohorts of up to twenty-five (25) educators each cohort (50 total). These professionals provide direct support to students with disabilities and teachers of students with disabilities. Participants who successfully complete the course of study with Drexel University's School of Education will earn a Special Education Supervisory Certificate. This additional specialized training will empower educators with increased knowledge and skills to create, lead, and oversee highly effective special education programs in the SDP in order to continuously improve student academic, social, and behavioral outcomes.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

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The Office of Specialized Services (OSS) will select candidates to participate in the program through an application and interview process. Eligible candidates include OSS personnel, special education teachers, school psychologists, and special education related services personnel. Selection criteria were finalized by July 31, 2017. The application process will open on August 18, 2017.

Drexel University's School of Education was selected through the Request for Proposals (RFP) process to provide Special Education Supervisory Certification to participants who successfully complete a course of study over 12 to 18 months. The program includes the following courses and will specifically focus on urban environments.

1. Leadership in Curriculum and Instruction- Participants will be able to demonstrate knowledge of general education core curriculum and how to effectively engage students with disabilities in the core curriculum utilizing differentiation and Universal Design for Learning; understand and apply Universal Screening; understand assessment data and how to utilize it to inform instruction and programming; understand and apply evidence based best practices for delivering instruction and intervention in literacy, math, behavior and progress monitoring; understand and apply the integration of technology, including assistive technology, to engage students in the learning process; understand and demonstrate the writing of an effective standards aligned Individual Education Plan (IEP) for all populations of students with disabilities and demonstrate knowledge of a range of supplementary aids and services and how to utilize a range of supplementary aids and services to program for students with disabilities in the Least Restrictive Environment (LRE).

2. Leadership in Special Education Law and Policy-participants will be able to demonstrate knowledge of federal, state, and local laws and regulations that govern special education and the implications for programming and services.

3. Leadership in Special Education Supervision-participants will be able to demonstrate knowledge of recruitment and retention of employees and support staff; demonstrate effective communications strategies with all stakeholders; demonstrate knowledge of evaluation and support; and demonstrate knowledge and skill in growing staff professionally (including paraprofessionals) through appropriate, targeted, and evidence based professional development.

4. Leadership in Special Education Programs-participants will be able to demonstrate knowledge of compliance effective programming in Autistic Support (AS), Life Skills Support (LSS), Multiple Disabilities Support (MDS), Emotional Support (ES), Blind-Visually Impaired Support (BVIS), Deaf-Hearing Impaired Support (DHIS), among others; demonstrate knowledge of funding sources and budgeting to support special education programs; and demonstrate knowledge for the effective evaluation of special education programs.

5. Leadership in Parent and Community Engagement-participants will be able to demonstrate knowledge and skill in effective engagement and collaboration with parents and community stakeholders to support students with disabilities and special education programs.

6. Leadership with Dispute Resolution-participants will be able to demonstrate knowledge of a range of tools available to effectively settle disputes with parents.

ABC Code/Funding Source

\$947,975.00

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered "walk-on" resolutions.

242X-G05-9CL0-2272-3291 IDEA-B

IU-5

IDEA-B: \$60,400 Contract with C8 Sciences – Learning System Professional Development

RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit 26 (IU-26), authorizes IU-26, through the Executive Director or his designee, to execute, deliver, and perform a contract with C-8 Sciences, to provide a comprehensive advanced computer-based learning system and curriculum designed to improve the executive functioning and learning capabilities of 420 students and to provide professional development for teachers, for an amount not to exceed \$60,400, for the period commencing August 18, 2017 through June 30, 2018.

Description: The Contractor, C-8 Sciences, is the developer and distributor of ACTIVATE programs. ACTIVATE includes computer software products and curriculum that are used as interventions for students with disabilities to dramatically improve executive functioning. Executive Functioning and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and perform multiple task successfully. The establishment of strong executive functioning processes is a critical component of child and adolescent brain development and the ability to process information and learn. Many students with learning and other cognitive disabilities have impaired executive functioning.

ACTIVATE products works to improve student mental focus, self-control, and memory skills through a combination of computer and physical exercises based on the latest neuroscience research from Yale University. The eight (8) areas of executive function targeted by ACTIVATE include: sustained attention, working memory, speed of information processing, response inhibition, cognitive flexibility, category formation, pattern recognition, and multiple simultaneous attention. The benefits of this focus on executive functioning include:

1. Increased ability to focus and learn more complex and lengthy material
2. Increased ability to recall what they have learned
3. Increased ability to keep pace with teaching and process basic information without any problems
4. Increased ability to control response to distractions
5. Increased ability to problem solve
6. Increased ability to organize information, concepts, and skills into categories
7. Increased ability to recognize patterns and utilize critical thinking
8. Increased ability to plan and strategize and to quickly switch between subject matters and activities

A plethora of academic research has indicated a correlation between strong executive functioning skills and strong academic performance, particularly in math, language, and literacy. These academic areas present tremendous challenges for students with learning disabilities. Moreover, executive functioning challenges are routinely indicated in these students' cognitive profile. The School District's Office of Specialized Services (OSS) determined through a review of student profile data, including evaluations and progress information provided by the school psychologists, that School District students with learning disabilities, especially students receiving learning support services, would greatly benefit from interventions that would improve their executive functioning.

The School District proposes to contract with C-8 Sciences to provide executive functioning interventions using the ACTIVATE program, for approximately 420 students with disabilities who require learning support programs. The Contractor will grant the School District a limited right and license to use all its

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**A-40 and A-42 will be considered "walk-on" resolutions.*

ACTIVATE products, which includes computer-based programs, curriculum, and related documents and training materials. The ACTIVATE program also includes an effective progress monitoring and data analysis tool. To ensure effective implementation of ACTIVATE, the Contractor will provide School District teachers and personnel with training and support on the use of the product and system.

ABE Code/Funding Source
242X-G05-9CLO-2272-3291 IDEA-B

\$60,400.00

IU-6

IDEA: \$132,000 Contracts with Progressus Therapy, LLC (Invo HealthCare Associates, LC), EDU Healthcare, LLC, and Delta-T Groups, Inc. – School Psychologists

RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit #26 (IU-26) authorizes IU-26, through the Executive Director or his designee, to execute, deliver and perform contracts separately with Progressus Therapy, LLC (Invo HealthCare Associates, LC), EDU Healthcare, LLC, and Delta-T Group, Inc., to provide licensed and qualified school psychologists to perform student psychoeducational evaluations and prepare evaluation reports, within timelines established by federal and state law, for an aggregate amount not to exceed \$132,000, for the period commencing August 18, 2017 through, June 30, 2018.

Description: To ensure 100% School District compliance with the rigorous procedural time limit requirements of the Individuals with Disabilities Education Act (IDEA) grant, the Office of Specialized Services (OSS) is seeking authorization to contract with Progressus, EDU and Delta-T, for the provision of contracted school psychologists to perform special education evaluations. The School District will utilize Contractor’s contracted school psychologists on an as-needed basis: when a student evaluation must be performed immediately due to a Court Order or an emergency, or when School District staff cannot complete a mandatory evaluation within timelines established by IDEA.

IDEA enforces strict timelines and procedures for determining, through the evaluation process, whether a student is disabled and requires special education services. As a condition of the IDEA grant, regulations mandate that school psychologists conduct student evaluations and prepare reports within 60 calendar days after a parent provides informed consent. In addition, the parent and Individualized Education Program (IEP) team must receive the evaluation report at least 10 school days before an IEP meeting. When School District teachers and multi-disciplinary education teams suspect that a child has a disability, they are obligated to request an evaluation from a school psychologists. Parents may also unilaterally request that the School District have a school psychologist perform an evaluation to determine eligibility for special education services. Parents, teachers and multi-disciplinary teams may requests additional evaluations of students already identified as disabled and qualifying for special education services if warranted, for example, when considering changes in placement and disability status. Once the School District receives parent informed consent to perform an evaluation, the 60-day countdown to have a school psychologist perform an evaluation and prepare a report is triggered. In addition, unless waived by the parent, after the initial evaluation, IDEA and Pennsylvania law require the School District to conduct reevaluations every two year for students with intellectual disabilities and every 3 years for students with all other disabilities.

Evaluations within the 60-day window become more challenging when the students or parents; primary language is not English, and bi-lingual interpreters and document translations are required to complete evaluations. Many children residing in Philadelphia live in transitory households. A significant number of

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**A-40 and A-42 will be considered “walk-on” resolutions.*

students move in and out of the School District from the other counties and states, the Caribbean, Mexico, Central and South America. When a student moves into the District, a re-evaluation may be required in less than 60-days in order to comply with IDEA timelines. The need to evaluate up to 1,800 students transitioning from early intervention programs to kindergarten presents another major challenge to school psychologists. Moreover, the School District may be required to evaluate students and complete reports in far less than 60 days, if ordered to do so by the Court or a Due Process Hearing Officer.

A School District evaluation team selected the Contractors using a competitive process, through Request for Proposal No. 529, issued by the School District's Office of Procurement Services on March 7, 2017.

ABC Code/Funding Source	\$132,000.00
242X-G05-9CLO-239A-3291 IDEA	

IU-7

IDEA: \$315,000 Contracts with Cobb Pediatric Therapy Services, Presence Learning, and Educational Based Services – Web-based Video-Conferencing Speech Therapy Services

RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit #26 (IU-26) authorizes IU-26, through the Executive Director or his designee, to execute, deliver and perform contracts separately with Cobb Pediatric Therapy Services, Presence Learning and Educational Based Services (EBS), to provide students with speech therapy, speech/language evaluations and other related services through on-line, web-based video-conferencing, for an aggregate amount not to exceed \$315,000, for the period commencing August 18, 2017 through June 30, 2018.

Description: The Contractors have developed highly effective programs for the delivery of speech therapy services through on-line video conferencing. The Contractors will deliver these services through computer terminals located at students' home schools. This will enable students who have Individualized Education Programs (IEPs) requiring speech therapy services, and for whom these services are appropriate, to receive speech therapy on-line with a qualified therapists, using a computer located at their home school. The Contractors' therapists shall communicate with School District students face-to-face in real time, using computers screens, speakers and microphones. The School District will carefully select students for whom these on-line services are appropriate. All Contractors' on-line speech therapists will be highly qualified and appropriately licensed and certified as speech-language pathologists/therapists.

The School District has approximately 5,517 students with IEPs who require speech and language therapy. The Contractors will provide on-line speech and language therapeutic services for up to 300 of these students. This will help ensure that all eligible students receive required speech and language therapeutic services.

Using the School District's Easy System, the Contractors will monitor assigned students' progress, record student outcomes in reaching IEP goals, maintain logs of all work performed, and track minutes/sessions of all on-line therapeutic services provided to students. When requested by the School District, the Contractors shall complete documentation needed for ACCESS reimbursement.

Through the on-line system, the Contractors when requested by the School District, will provide diagnostic evaluations to determine eligibility and need for speech/language therapeutic services. This includes the appropriate diagnoses and treatment of stuttering, voice disorders, functional and organic

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articulation disorders, and language delays/disorders. In addition, the on-line therapist may participate in the multi-disciplinary team process for student special education evaluations and IEP planning.

The School District selected the Contractors using a competitive process, through Request For Proposal No. 535, issued by the Office of Procurement Services on March 15, 2017.

ABC Code/Funding Source	\$315,000.00
242X-G05-9CLO-239A-3291 IDEA	

IU-8

IDEA: \$543,900 Contracts with Aperture Education, Insights to Behavior, and WhyTry, LLC – Social Emotional Learning Curriculum and Supports

RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit #26 (IU-26) authorizes IU-26, through the Executive Director or his designee, to execute, deliver, and perform contracts separately with Aperture Education, Insights to Behavior and WhyTry, LLC to provide social-emotional curricula and professional development to teachers of students receiving emotional support services, for an aggregate amount not to exceed \$543,900, for the period commencing August 18, 2017 through June 30, 2018.

Description: The Contractors will provide selected School District teachers with a comprehensive curriculum on evidence-based practices and strategies, proven to enhance the social skills, emotional development, and academic level of the students with emotional disabilities. In addition to academic needs, students who require emotional support are entitled to specially designed instruction that also aims to improve their social-emotional development through the use of a variety of approaches and skills that are individualized, and with opportunities for practice, feedback, and generalization.

The School District selected the Contractors through Request for Proposal (RFP-543). The School District evaluation team identified Aperture Education, Insights to Behavior, and Why Try as three highly qualified evidence-based curricular providers. In addition, the Contractors demonstrated the ability to provide outstanding professional development and support to School District staff on their curriculum programs. The proposals submitted included a detailed outline of curriculum instructional materials, and plans for delivering comprehensive professional development.

Aperture Education will provide an assessment tool, consultation, and professional development in order to determine baseline and targeted intervention support for the students. Teachers will be able to assess their students using the DESSA, DESSA-mini and Evo Social/Emotional system in order to identify students' present baseline for targeted behavioral skills. During the year, as the students are provided with evidence-based practices and strategies through targeted curricula, the DESSA-mini can then monitor student progress, outcomes and responses to the selected programs: Insights to Behavior (grades K-5); Why Try (grades 6-8). This assessment tool will inform teachers of the behavioral progress and needs of the students they are teaching.

The School District will utilize Insights to Behavior for K to 5 emotional support programs. Insights to Behavior focuses on principals of Applied Behavior Analysis (ABA) to enable teams to identify triggers that are maintaining problematic behaviors. Knowing this causation allows teachers to set up situations successfully by changing both antecedents and consequences for students. Insight to Behavior aims at supporting teachers in developing quality behavior plans with an array of strategies. Insights to Behavior

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programs are aligned to the CASEL five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Lessons provide immediate situations and feedback for students to learn, practice, and generalize skills, in order to become competent learners. Insights to Behavior will provide School District teachers with whole group professional development, on-site consultation services, and 24-hour web-based support.

The School District will utilize WhyTry for 6 to 12 emotional support programs. WhyTry emphasizes the need to develop and enhance individual student resiliency. Students completing the WhyTry program have experienced improved self-esteem, emotional health and self-advocacy skills, increase in GPA, reduction in bullying, fighting and aggressive behaviors, decrease in expulsions and behavioral referrals, and graduation success. The WhyTry curriculum employs a multi-learning style approach by utilizing a series of ten visual analogies that teach important life skills. These analogies are reinforced through music, hands-on activities, and multimedia. The analogies are based on empirical principals that include cognitive behavior therapy, solution-focused brief therapy and CASEL strategies. The WhyTry program includes comprehensive teacher training and support.

ABC Code/Funding Source
242X-G05-9CL0-239A-3291 IDEA

\$543,900.00

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Monday, August 7, 2017. Please reference the Resolution Number and include your name and email address.

*A-40 and A-42 will be considered "walk-on" resolutions.

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200
TITLE: Food Allergy Management
ADOPTED: To be considered for Adoption at
the August 2017 SRC Action
Meeting
REVISED: October 14, 2016

209.1 FOOD ALLERGY MANAGEMENT (NEW)

Purpose

The School Reform Commission is committed to providing a safe and healthy environment for students with severe or life-threatening food allergies and shall establish policy to address food allergy management in district schools in order to:

1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.
2. Ensure a rapid and effective response in the case of a severe or potentially life-threatening allergic reaction.
3. Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities, including classroom parties and field trips.

The focus of food allergy management shall be on prevention, education, awareness, communication and emergency response.

Authority

The SRC adopts this policy in accordance with applicable state and federal laws and regulations, and the guidelines established jointly by the PA Department of Education and PA Department of Health on managing severe or life-threatening food allergies in the schools.[\[1\]](#)

Definitions

Food allergy - an abnormal, adverse reaction to a food that is triggered by the body's immune system.

Medical Plans of Care - written documents individualized for a particular student with a severe or life-threatening food allergy to address the student's needs throughout the school day, including:

- 1. Emergency Care Plan (ECP) - a medical plan of care based on the information provided in the student's Individualized Healthcare Plan (IHP) and distributed to all school personnel who have responsibilities for the student which specifically describes how to recognize a food allergy emergency and what to do when signs or symptoms of these conditions are observed. The electronic distribution through the district's student information system (SIS) will flag the student's food allergy(ies) and indicate the proper actions to be taken by school based staff.**
- 2. Individualized Healthcare Plan (IHP) - a medical plan of care that provides written directions for school health personnel to follow in meeting the individual student's healthcare needs. The plan describes functional problem areas, sets goals for overcoming problems, and lists tasks/interventions to meet the goals. The IHP shall include a Food Allergy Medical Management Plan developed by a student's personal healthcare team and family, which shall outline the student's prescribed healthcare regimen and be signed by the student's board-certified allergist, family physician, physician assistant or certified registered nurse practitioner.**
- 3. Related Services Component in Individualized Education Program (IEP) - that part of an IEP for a student receiving special education and related services which includes reference to development and implementation of an IHP and ECP for students with a documented severe or life-threatening food allergy as well as identifying the medical accommodations, educational aids and services to address the student's needs.[2]**

Section 504 Service Agreement – an individualized plan for a qualified student, which sets forth the specific related aids, services or accommodations needed by the student, which shall be implemented in school, in transit to and from school, and in all programs and procedures so that the student has equal access to the benefits of the school's educational programs, nonacademic services and extracurricular activities.[3]

Guidelines

Prior to enrollment in the district or immediately after diagnosis of a food allergy, appropriate medical plans of care shall be developed for each student identified with a severe or life-threatening food allergy. Plans shall be developed by the school nurse, in collaboration with the student's healthcare provider, the student's parents/guardians, district or school nutrition staff, the student, if appropriate, and any other appropriate persons.

Where a medical plan of care is developed, it should carefully describe the plan for coverage and care of a student during the school day as well as during school-sponsored activities, which take place while the student, is under school jurisdiction during or outside of school hours. Medical plans of care shall include a component, which provides information to the school nutrition service regarding each student with documented severe or life-threatening food allergies.

Medical plans of care should include both preventative measures to help avoid accidental exposure to allergens and emergency measures in case of exposure, including administration of emergency medication. [4][5]

A complete set of a student's current medical plans of care related to food allergies shall be maintained by the school nurse. Information or copies of the different components of a student's medical plans of care shall be provided to appropriate personnel who may be involved in implementation of the medical plans of care.

Accommodating Students With Disabling Special Dietary Needs

Students with food allergies may be identified, evaluated and determined to be disabled, in which case the district shall make appropriate accommodations, substitutions or modifications in accordance with the student's medical plans of care. [2][3]

The district must provide reasonable accommodations, substitutions or modifications for students with disabling dietary needs. The student's physician shall determine and document if the student has a disabling dietary need. Examples of a **dietary** disability under this policy would include metabolic conditions (e.g., diabetes), severe food allergies or cerebral palsy.

Students who fall under this provision must have a written medical statement signed by a licensed physician, which shall be included with the student's IHP. The medical statement must identify:[\[6\]](#)

1. The student's special dietary disability.
2. An explanation of why the disability restricts the student's diet.
3. The major life activity(ies) affected by the disability.
4. The food(s) to be omitted from the student's diet.
5. The food or choice of foods that must be provided as the substitute.

Accommodating Students With Non-disabling Special Dietary Needs

The district may, at its discretion, make appropriate accommodations, substitutions or modifications for students who have a special dietary need but who do not meet the definition of disability, such as a food intolerance or allergy that does not cause a reaction that meets the definition of a disability. The decision to accommodate such a student shall be made on a case-by-case basis.

Students who fall under this provision must have a written medical statement signed by a physician, physician assistant or certified registered nurse practitioner identifying the following:

1. The medical or other special dietary condition, which restricts the student's diet.
2. The food(s) to be omitted from the student's diet.
3. The food or choice of foods to be substituted.

Confidentiality

The district shall maintain the confidentiality of students with food allergies, to the extent appropriate and as requested by the student's parents/guardians. District staff shall maintain the confidentiality of student records as required by law, regulations and Board policy.[7][8][9]

Delegation of Responsibility

The Superintendent or designee, in coordination with the school nurse, school nutrition services staff, and other pertinent staff, shall develop administrative procedures to implement this policy or adopt as administrative procedures the suggested guidelines developed by the Pennsylvania Departments of Education and Health and National School Boards Association (NSBA) guidance on managing severe or life-threatening food allergies in district schools, including all classrooms and instructional areas, school cafeterias, outdoor activity areas, on school buses, during field trips, and during school activities held before the school day and after the school day.[10][11][12][13]

Administrative procedures should address the following components:

1. Identification of students with food allergies and provision of school health services.[14]
2. Development and implementation of individual written medical care plans.
3. Medication protocols, including methods of storage, access and administration.[4][5]

4. **Development of a comprehensive and coordinated approach to creating a healthy school environment.[11]**
5. **Communication and confidentiality.[7][8][9]**
6. **Emergency response.[15]**
7. **Professional development and training for school personnel.**
8. **Awareness education for students.**
9. **Awareness education and resources for parents/guardians.**
10. **Monitoring and evaluation.**

The Superintendent or designee shall annually notify students, parents/guardians, staff and the public about the district's food allergy management policy by publishing such in handbooks and newsletters, on the district's website, and through posted notices and other efficient methods.

Legal References:

[1. 24 P.S. 1422.3](#)

2. Pol. 113

3. Pol. 103.1

4. Pol. 210

5. Pol. 210.1

[6. 7 CFR 15b.40](#)

7. Pol. 113.4

8. Pol. 209

9. Pol. 216

10. Pol. 121

11. Pol. 246

12. Pol. 808

13. Pol. 810

14. Pol. 146

15. Pol. 805

Related Information:

[24 P.S. 1422.1](#)

[22 PA Code 12.41](#)

[55 PA Code 3270.133](#)

[55 PA Code 3270.17](#)

[20 U.S.C. 1232g](#)

[20 U.S.C. 1400 et seq](#)

[29 U.S.C. 794](#)

[42 U.S.C. 12101 et seq](#)

[7 CFR Part 15](#)

[28 CFR Part 35](#)

[34 CFR Part 99](#)

[34 CFR Part 104](#)

[34 CFR Part 300](#)

Pol. 103

Safe at Schools and Ready to Learn: A Comprehensive Policy Guide for Protecting Students with Life-Threatening Food Allergies – National School Boards Association

Pennsylvania Guidelines for Management of Food Allergies in Schools: Recommendations and Resource Guide for School Personnel – Pennsylvania Departments of Education and Health

THE SCHOOL
DISTRICT
OF PHILADELPHIA

SECTION: 300

TITLE: Creating a Position

ADOPTED: To be considered for adoption at
August 17, 2017 SRC Meeting

REVISED: May 12, 2017

301 Creating a Position

Authority

Positions for administrative, professional and support employees shall be established by the School Reform Commission in order to provide the effective leadership and management necessary to operate district schools and to provide quality educational programs and services.

The need for creating positions shall be determined by the SRC. The Superintendent or designee shall advise the SRC of his/her recommendations for creating new or additional positions. **The SRC reserves for itself the final determination of the number and type of positions deemed necessary for effective management, operation of the schools,** and fiscal responsibility. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

When creating a new position, the salary range shall be determined by the SRC designee, in accordance with internal equity, external market factors for public sector organizations, supporting documentation, **individual contract(s),** collective bargaining agreement(s) **and/or SRC resolution(s).** [\[6\]](#)

In the exercise of its authority to **create** a new position, the **SRC** shall give primary consideration to the **following:**

1. Effective management of district **programs.**
2. Number of students enrolled.
3. Special needs of students.
4. **Operational needs** of the district.
5. Financial resources **of the school community.**

Recommendations for a new or additional position **shall** include the following:

1. **Job description clearly stating** the duties for which the position **was created**.
2. The appropriate certificate or license that conforms with the Pennsylvania Department of Education certification determinations, if certification is required.
3. Supporting data and other rationale **relevant** to the recommendation.

Delegation of Responsibility

The SRC may, through the Superintendent or designee, seek the advice of administrative staff when creating a new position or increasing the number of employees in existing positions.

The Superintendent or designee shall be responsible to maintain a comprehensive and up-to-date job description for all positions in the district. Job descriptions shall be prepared in accordance with relevant federal, state, and municipal laws and regulations.[7]

Legal References:

[1. 24 P.S. 1001](#)

[2. 24 P.S. 1106](#)

[3. 24 P.S. 1107](#)

[4. 24 P.S. 406](#)

[5. 22 PA Code 4.4](#)

6. Pol. 328 - Compensation Plans/Salary Schedules

7. Pol. 104 - Nondiscrimination in Employment Practices

Related Information:

[24 P.S. 1075](#)

[Philadelphia Home Rule Charter - 12-308](#)

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: EMPLOYEES

TITLE: Employment of Superintendent

ADOPTED: To be considered for adoption at
August 17, 2017 SRC Action Meeting

REVISED: June 27, 1994

Policy 302 EMPLOYMENT OF SUPERINTENDENT

Purpose

The **School Reform Commission** places the primary responsibility and authority for the administration of the district in the Superintendent. Therefore, selection of a Superintendent is critical to the effective leadership **and management** of the district.[\[1\]](#)

The Superintendent shall be the chief administrative and instructional officer of the district and shall be responsible for the implementation of all actions of the **SRC**, the administration and operation of the schools subject to the policies of the **SRC**, and the supervision of all matters pertaining to instruction in all programs under the direction of the **SRC**.[\[18\]](#)

Authority

During the last year of the Superintendent's term or any other time the position of Superintendent becomes vacant, **the SRC shall meet to appoint**, by a majority vote of all members of the SRC, a properly qualified district Superintendent.[\[25\]\[2\]\[3\]](#)

The **SRC** shall **set the compensation** and term of office for the Superintendent which shall not be more than six (6) years, renewable at the discretion of the **SRC**.[\[25\]](#)

Whenever the SRC finds it impossible or impractical to immediately fill a vacancy in the office of Superintendent, the SRC may appoint an acting Superintendent to serve not longer than one (1) year from the time of appointment.[\[4\]](#)

In the event the SRC appoints an acting Superintendent, the SRC shall approve and document the recruitment and assessment procedures to be used to permanently fill such vacancy in accordance with SRC policy.

Guidelines

Recruitment and Assessment of Candidates

The **SRC shall** actively seek candidates **who meet the qualifications and requirements** for the position of Superintendent. It **may** be aided in this task by a committee of **SRC members and/or the services of professional consultants.**

When undertaking a search to fill the position of Superintendent, recruitment procedures shall be prepared and **may** include the following:

1. Preparation of a **job description for the position, written in accordance with the requirements of federal and state laws and regulations.**[5]
2. Preparation of written qualifications, in addition to **applicable** state requirements, for all applicants.[\[10\]\[6\]\[7\]\[8\]\[9\]](#)
3. Preparation of informative materials describing the school district, **the Superintendent position, and the district's** educational goals.
4. Opportunity for **selected** applicants to visit the district schools, **meet with internal staff and external stakeholders at the SRC's invitation.**

Recruitment, screening and **evaluation** of candidates **shall be conducted** in accordance with **SRC policy, SRC established leadership criteria** and state and federal law.[5]

The SRC shall determine prior to interviewing finalists which expenses associated with such interviews will be reimbursed by the school district.

A **candidate's** misstatement of fact material to qualifications for employment or determination of salary shall constitute grounds for dismissal by the **SRC.**

Pre-Employment Requirements

The district shall conduct an employment history review in compliance with state law prior to issuing an offer of employment to a candidate. Failure to accurately report required information shall subject the candidate to discipline up to, and including, denial of employment or termination if already hired, and may subject the candidate to civil and criminal penalties. The district may use the information for the purpose of evaluating an applicant's fitness to be hired or for continued employment and may report the information as permitted by law.[\[11\]](#)

A candidate shall not be employed until the individual has complied with the mandatory background check requirements for criminal history and child abuse and the district has evaluated the results of that screening process.[\[12\]\[13\]](#)

Each candidate shall report, on the designated form, all arrests and convictions as specified

on the form. Candidates shall likewise report arrests and/or convictions that occur subsequent to initially submitting the form. Failure to accurately report such arrests and convictions may subject the individual to denial of employment, termination if already hired, and/or criminal prosecution.[\[13\]](#)

Before entering the duties of the office, the Superintendent shall take and subscribe to the oath of office prescribed by law.[\[14\]](#)

After receiving a conditional offer of employment but prior to beginning employment, the candidate shall undergo medical examinations, as required by law and as the SRC may require.[\[15\]](#)

Employment Contracts

An individual shall not be employed as Superintendent unless s/he has signed an employment contract expressly stating the terms and conditions of employment. The written contract shall:[\[3\]](#)

1. **Contain the mutual and complete agreement between the Superintendent and the SRC with respect to the terms and conditions of employment.**
2. **Consistent with state certification requirements, specify the duties, responsibilities, job description and performance expectations, including performance standards and assessments as required by law.**[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)
3. **Incorporate all provisions relating to compensation and benefits to be paid to or on behalf of the Superintendent.**[\[20\]](#)
4. **Specify the term of employment and state that the contract shall terminate immediately, except as otherwise provided by law, upon the expiration of the term unless the contract is allowed to renew automatically as required by law.**[\[3\]](#)
5. **Specify the termination, buyout and severance provisions, including all postemployment compensation and the period of time in which the compensation shall be provided. Termination, buyout and severance provisions may not be modified during the course of the contract or in the event a contract is terminated prematurely.**
6. **Contain provisions relating to outside work that may be performed, if any.**[\[21\]](#)[\[22\]](#)
7. **State that any modification to the contract must be in writing.**
8. **State that the contract shall be governed by the laws of the Commonwealth.**

9. **Limit compensation for unused sick leave in employment contracts for Superintendents who have no prior experience as a district superintendent or assistant superintendent to the maximum compensation for unused sick leave under the school district's administrative compensation plan in effect at the time of the contract.**
10. **Limit transferred sick leave from previous employment to not more than thirty (30) days for Superintendents who have no prior experience as a district superintendent or assistant superintendent.**
11. **Specify postretirement benefits and the period of time in which the benefits shall be provided.**

Removal/Severance

A Superintendent may be removed from office and have their contracts terminated, after a hearing, by a majority vote of all members of the SRC and in accordance with law. The SRC shall publicly disclose at the next regularly scheduled meeting the removal from office of a Superintendent.[\[23\]](#)[\[24\]](#)

Any negotiated severance of employment prior to the end of the term of the Superintendent's specified contract term shall be limited to either:[\[3\]](#)

1. **The equivalent of one (1) year's compensation and benefits due under the contract, if the severance agreement takes effect two (2) or more years prior to the end of the contract term; or**
2. **The equivalent of one-half (1/2) of the total compensation and benefits due under the contract for the remainder of the term, if the severance agreement takes effect less than two (2) years prior to the end of the contract term.**

Legal References:

1. [24 P.S. 1001](#)
2. [24 P.S. 1071](#)
3. [24 P.S. 1073](#)
4. [24 P.S. 1079](#)
5. [Pol. 104 - Nondiscrimination in Employment Practices](#)
6. [24 P.S. 1002](#)
7. [24 P.S. 1003](#)
8. [24 P.S. 1078](#)
9. [22 PA Code 49.41](#)
10. [22 PA Code 49.42](#)

11. 24 P.S. 111.1
12. 23 Pa. C.S.A. 6344
13. 24 P.S. 111
14. 24 P.S. 1004
15. Pol. 314 - Physical Examinations
16. 24 P.S. 1073.1
17. 24 P.S. 1081
18. Pol. 003 - Functions
19. Pol. 312 - Performance Assessment of Superintendent
20. 24 P.S. 1075
21. 24 P.S. 1007
22. 24 P.S. 1008
23. 2 Pa. C.S.A. 551 et seq
24. 24 P.S. 1080
25. Philadelphia Home Rule Charter - 12-301

Related Information:

- 24 P.S. 108
- 24 P.S. 696
- 24 P.S. 1418
- 22 PA Code 8.1 et seq
- 22 PA Code 49.171
- 22 PA Code 49.172
- 28 PA Code 23.43
- 28 PA Code 23.44
- 28 PA Code 23.45
- 18 Pa. C.S.A. 9125
- 23 Pa. C.S.A. 6301 et seq
- 42 U.S.C. 12101 et seq
- Philadelphia Home Rule Charter - 12-400

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300

TITLE: Employment Contract/SRC
Resolution

ADOPTED: To be considered for adoption at
the August 17, 2017 SRC Action Meeting.

REVISED: May 12, 2017

308 Employment Contract/SRC Resolution

Authority

The **School Reform Commission** has the authority under law to prescribe employment conditions for district personnel.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

The SRC directs that represented and tenured administrative and professional employees shall sign an employment contract upon employment, which shall continue in force unless terminated by the employee by written resignation presented sixty (60) days in advance or terminated by the SRC in accordance with law and applicable collective bargaining agreement. The contract shall specify those issues required by law.[\[5\]](#)[\[6\]](#)

The SRC directs that temporary professional employees, upon attaining tenure status, shall sign a contract for professional employees.[\[7\]](#)[\[8\]](#)

The SRC directs that noncertificated and/or nonprofessional employees shall be employed through a contract or SRC resolution.[\[2\]](#)[\[3\]](#)

The SRC shall be notified promptly of any misunderstanding arising from the application of a given contract or resolution.

Willful misrepresentation of facts material to employment and determination of salary shall be considered cause for dismissal of the employee.

The terms of a collective bargaining agreement may supersede the specific provisions of

an individual employee contract **or SRC resolution.**

Legal References:

[1. 24 P.S. 406](#)

[2. 24 P.S. 696](#)

[3. 24 P.S. 1089](#)

[4. 24 P.S. 1109.2](#)

[5. 24 P.S. 1121](#)

[6. 24 P.S. 1101](#)

[7. 24 P.S. 1108](#)

[8. Pol. 313 - Evaluation of Employees](#)

Related Information:

[24 P.S. 510](#)

[Philadelphia Home Rule Charter - 12-300](#)

[Philadelphia Home Rule Charter - 12-308](#)

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300

TITLE: Personnel Files

ADOPTED: To be considered for adoption at
August 17, 2017 SRC Action Meeting

REVISED: May 12, 2017

324. PERSONNEL FILES

Authority

Orderly operation of the school district **requires maintaining** a file for the retention of all **records relative** to an **individual's duties and** responsibilities as an **administrative, professional or support** employee **of the district**.

The School Reform Commission requires that sufficient records be maintained to ensure an employee's qualifications for the job held; compliance with federal and state **laws and regulations and** local benefit programs; conformance with **SRC policies, administrative procedures and** rules; and evidence of completed evaluations.

Definitions

Employee - any person currently employed and paid for full or part-time work through the district's payroll system, laid off with re-employment rights, or on an approved leave of absence. The term employee shall not include applicants for employment or any other person.^[1]

Delegation of Responsibility

The SRC delegates the establishment and maintenance of official personnel records to the Superintendent or designee, who shall prepare administrative procedures defining the material to be incorporated into personnel files.

Mandatory Regulatory Procedures

A central file shall be maintained; supplemental records may be maintained only for ease in data gathering.

Medical records shall be kept in a file separate from the employee's personnel file..[\[2\]\[3\]](#)

Only information that pertains to the professional and legal role of the employee and is submitted by duly authorized district staff or the SRC may be entered in the official personnel file. A copy of each entry shall be made available to the employee, except for matters pertaining to pending litigation or criminal investigation. Personnel records shall be available to the SRC but only as required in the performance of its designated functions as a School Board.

Personnel files shall be reviewed periodically, and material no longer required shall be destroyed.

Employee Access

Employee Access All active employees shall have access to **one (1) copy of their personnel file per school year (July through June). Employees must submit a signed written request identifying the requesting individual employee including Employee ID. Information relative to confidential employment references/recommendations are not part of the personnel file and shall not be available for review by the employee.**[\[4\]](#) Former employees shall have access to their personnel file upon written request. Former employees must submit a signed written request identifying the requesting individual employee.

Appeals

Employees wishing to appeal material in their personnel file shall **submit** a written request to the **administrator delegated to maintain the records** and shall specify:

1. Name and date.
2. Material to be appealed.
3. Basis or reason for appeal.

The **responsible administrator** shall consider the appeal and make a determination for the Superintendent's review.

Title I Schools

In accordance with law, the district shall release to parents/guardians, upon request, information regarding the professional qualifications and academic degrees of any teacher providing instruction to their child at a school receiving Title I funds. The district shall annually notify parents/guardians at the beginning of the school year about their right to request such information.[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

The district shall notify parents/guardians of students attending Title I schools when their child has been assigned to or taught for four (4) or more consecutive weeks by a teacher who is not highly qualified, as defined by federal law.[\[5\]](#)[\[6\]](#)[\[7\]](#)

In accordance with law, the district shall release to parents/guardians, upon request, the qualifications of any paraprofessionals who provide instructional support to their child at a school receiving Title I funds. The district shall annually notify parents/guardians at the beginning of the school year about their right to request such information.[\[6\]](#)[\[8\]](#)[\[9\]](#)

Delegation of Responsibility

The SRC delegates the establishment and maintenance of official personnel records to the **Superintendent or designee, who shall prepare administrative procedures** defining the material to be incorporated into personnel files.

A central file shall be maintained; supplemental records may be maintained **only** for ease in data gathering.

Medical records shall be kept in a file separate from the employee's personnel file.[\[2\]](#)[\[3\]](#)

Legal References:

- [1. 43 P.S. 1321](#)
- [2. 42 U.S.C. 12112](#)
- [3. 42 U.S.C. 2000ff et seq](#)
- [4. 43 P.S. 1321 et seq](#)
- [5. 22 PA Code 403.4](#)

[6. 20 U.S.C. 6311](#)

[7. 20 U.S.C. 7801](#)

8. Pol. 304 - Employment of District Staff

[9. 22 PA Code 403.5](#)

Related Information:

[24 P.S. 111](#)

[24 P.S. 510](#)

[22 PA Code 8.1 et seq](#)

[23 Pa. C.S.A. 6301 et seq](#)

[42 U.S.C. 12101 et seq](#)

[8 CFR 274a.2](#)

Pol. 800 - Records Management

[Philadelphia Home Rule Charter - 12-300](#)

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300

TITLE: Compensation Plans/Salary
Scheduled

ADOPTED: To be considered for adoption
on August 17, 2017 at SRC Action Meeting.

REVISED: May 12, 2017

328 Compensation Plans/Salary Schedules

Authority

The School Reform Commission shall approve compensation plans, individual contracts and salary schedules for administrative, professional and support employees.

Salary schedules approved by the SRC shall be in accordance with those specified in applicable collective bargaining agreements and/or SRC resolutions.

Salary schedules shall be used to set compensation for new and inexperienced employees and for experienced employees new to the district, **in accordance with the compensation guidelines and taking into account salary compression for non-represented employees, the step placement procedures for represented employees,** and salary adjustments that result from earning advanced degrees **where applicable**, while employed by the district or required by law and/or applicable collective bargaining agreements. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

Delegation of Responsibility

Implementation of the administrative compensation plan, individual contracts, collective bargaining agreements and SRC resolutions regarding employee salaries shall be the responsibility of the Superintendent or designee.

The Superintendent or designee is authorized to credit past experience of a candidate when determining salary [\[7\]](#) **in accordance with applicable collective bargaining agreements.**

Legal References:

- [1. 71 P.S. 371](#)
- [2. 24 P.S. 1075](#)
- [3. 24 P.S. 1089](#)
- [4. 24 P.S. 1141-1152](#)
- [5. 24 P.S. 1162](#)
- [6. 24 P.S. 406](#)
- [7. 24 P.S. 1149](#)

Related Information:

- [24 P.S. 696](#)
- [Philadelphia Home Rule Charter - 12-308](#)
- [Philadelphia Home Rule Charter - 12-401](#)

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 600

TITLE: Budget Policy

ADOPTED: To be considered for adoption at
August 17, 2017 SRC Action Meeting

REVISED: April 27, 1981

BUDGET POLICY

Purpose

The budget shall be designed to reflect the **School Reform Commission's goals and objectives concerning** the education of district **students**. Therefore, **the budget shall be** organized and planned to ensure adequate understanding of the financial needs associated with program support and development. The financial requirements of district programs **shall be reviewed on a continual basis**.

Delegation of Responsibility

All of the pre-audit functions and duties of the School Controller, as prescribed by law, shall be exercised by the Superintendent or designee. The Superintendent **or designee** shall establish and maintain a system of accounts and expenditure controls in accordance with the budgets approved by the **SRC** and in accordance with law.[\[1\]](#)

The Superintendent **or designee** shall, as soon as is practicable after the end of each fiscal year, submit to the **SRC** an annual financial statement for the district for the past year. Such statement shall include itemized data with respect to all assets of the district, school taxes and receipts, outstanding indebtedness and sinking funds, if any, and such other information relating to the finances of the district as the **SRC** may deem necessary or proper.[\[1\]](#)

The Superintendent or designee and Chief Financial Officer shall report to the SRC any serious financial implications arising from the budget plan.

Legal References:

[1. Philadelphia Home Rule Charter - 12-403](#)

Related Information:

[24 P.S. 601](#)

[24 P.S. 696](#)

[24 P.S. 2128](#)

[24 P.S. 2129](#)

[Philadelphia Home Rule Charter - 12-303](#)

[Philadelphia Home Rule Charter - 12-306](#)

Pol. 603 - Budget Preparation
Pol. 604 - Budget Adoption
Pol. 612 - Purchases Not Budgeted
Pol. 811 - Bonding

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 600

TITLE: Budget Preparation

ADOPTED: To be considered for adoption on
August 17, 2017 SRC Action Meeting

REVISED: April 27, 1981

BUDGET PREPARATION

Purpose

The **School Reform Commission** considers preparation of an annual budget to be one of its most important responsibilities because the budget is the financial reflection of the district's educational plan. The budget shall be designed to **support the educational** plan in a **comprehensive** and efficient manner, to maintain **district** facilities, and to honor district obligations.

Authority

The SRC recognizes its obligation to the taxpayers to approve only those expenses reasonably required to provide an educational program suitable to the needs and goals of this district and its students.

The budget should be studied by each **Commissioner** during its preparation, **and** once adopted it deserves the support of all **Commissioners** regardless of their position when adoption was voted.

At least sixty (60) days prior to adoption of the annual operating budget, the **SRC** shall adopt and submit to the Mayor and **City Council** a lump sum statement of anticipated operating receipts and expenditures for the next fiscal year and a request for authority to levy taxes to balance its budget for the year; provided, however, that if **City Council** shall no longer have the power to authorize taxes for school district purposes, the statement need not be submitted to the Mayor and **City Council**.^[1]

Definitions

Guidelines

In order to ensure adequate time for preparation and review of the proposed budget, the SRC directs the Superintendent and Chief Financial Officer to present to the SRC all available information associated with the budget at least sixty (60) days prior to the end of the current fiscal year.^[2]

Delegation of Responsibility

In preparing the budget, the district shall set general priorities for expenditures for:

1. **Staff, technology, equipment, facilities and supplies necessary to maintain current programs and operations.**
2. **Additional staff necessary to improve or expand current programs or operations.**
3. **New technology, equipment, facilities and supplies necessary to improve or expand current programs or operations.**

When presented for SRC review, the proposed budget shall contain:

1. **Estimated revenue and expenditures in each financial category for the previous fiscal year.**
2. **Estimated revenue and expenditures in each financial category for the upcoming fiscal year.**
3. **Student enrollment for the upcoming school year.**
4. **Amount of surplus anticipated at the end of the current fiscal year.**
5. **Explanation of each item of expense proposed, upon request.**

Capital Program and Capital Budget

No later than the date of the adoption of the annual budget, the **SRC** shall, by a majority vote of all its members, adopt a capital program and capital budget for the district. The capital budget shall at all times conform to the capital program and shall show in detail the capital expenditures to be made or incurred in the next fiscal year that are to be financed by the **SRC**.[\[3\]](#)[\[4\]](#)

The capital program shall embrace all physical public improvements and any preliminary studies and surveys relative **to the program**, the acquisition of property of a permanent nature, and the purchase of equipment for any improvement when first erected or acquired, that are to be financed in whole or in part from funds subject to control or appropriation by the **SRC**. It shall show the capital expenditures which are planned for each of the six (6) ensuing fiscal years. For each separate purpose, project, facility or other property there shall be shown the amount, if any, and the source of the money that has been spent, encumbered, or is intended to be spent or encumbered prior to the beginning of the ensuing fiscal year, and also the amounts and sources

of the funds that are to be spent during each of the ensuing six (6) years.

The capital program shall not be adopted nor shall it be amended until the **SRC** has requested the recommendations of the City Planning Commission. The **SRC** shall not be bound by such recommendations and may act without them if they are not received within thirty (30) days from the date they were requested. Immediately upon adoption of the capital program, the **SRC** shall forward a copy to the City Planning Commission for publication as part of the capital program document which the City Planning Commission publishes annually.

The **SRC** shall, at least thirty (30) days prior to the time any capital program or amendment **to the program** is adopted, conduct at least one (1) public hearing. At least thirty (30) days' notice of such public hearing shall be published by advertisement at least once in two (2) newspapers of general circulation printed in the City. The **SRC** shall make available to the public a reasonable number of copies of such program, and the notice of public hearing shall state where copies may be obtained or inspected.[2]

Legal References:

[1. Philadelphia Home Rule Charter - 12-403](#)

[24 P.S. 601](#)

[24 P.S. 696](#)

[24 P.S. 2128](#)

[24 P.S. 2129](#)

[Philadelphia Home Rule Charter - 12-303](#)

[Philadelphia Home Rule Charter - 12-306](#)

Pol. 603 - Budget Preparation

Pol. 604 - Budget Adoption

Pol. 612 - Purchases Not Budgeted

Pol. 811 - Bonding

Related Information:

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 600

TITLE: Budget Adoption

ADOPTED: To be considered for adoption at
August 17, 2017 SRC Action Meeting

REVISED: April 27, 1981

BUDGET ADOPTION

Purpose

It is the **philosophy** of the **School Reform Commission** that the annual budget represents the position of the **SRC**, and all reasonable means shall be employed to present and explain the proposed budget to district residents and taxpayers.

Authority

The **SRC** shall, at least thirty (30) days before the end of the fiscal year, adopt by majority vote of all its members an operating budget setting forth in lump sum amounts the proposed expenditures of the **SRC** during the next fiscal year as to each principle administrative unit of the district, according to such classes of expenditures as the **SRC** may determine, and the estimated receipts of the **SRC** during the next fiscal year including approximate estimates of proposed revenues and all other receipts. The total amount of proposed expenditures shall not exceed the amount of funds available for school district purposes. [\[1\]](#)[\[2\]](#)

Budget Hearings

The **SRC** shall, at least thirty (30) days prior to the time any budget, capital program or amendment thereto is adopted, conduct at least one (1) public hearing. At least thirty (30) days' notice of such public hearings shall be published by advertisement at least once in two (2) newspapers of general circulation printed in the City. The **SRC** shall make available to the public a reasonable number of copies of such budget, program or amendment, and notice of the public hearing shall state where copies may be obtained or inspected. [\[2\]](#)[\[3\]](#)[\[4\]](#)

Legal References:

1. [24 P.S. 696](#)
2. [Philadelphia Home Rule Charter - 12-303](#)
3. [Philadelphia Home Rule Charter - 12-304](#)
4. Pol. 603 - Budget Preparation

Related Information:

Pol. 602 - Budget Planning

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 700

TITLE: Scholarships

ADOPTED: To be considered for adoption at
August 17, 2017 SRC Action Meeting

REVISED: February 5, 2001

SCHOLARSHIPS

Purpose

In order to make the educational opportunities and programs offered by the district available to as many students as possible, the School Reform Commission shall create scholarships and support the efforts of individuals, service organizations, professional organizations, unions, business and industries in creating scholarships for district students.

Authority

The SRC has the authority to accept such scholarship funds as may be made to the school district. The SRC reserves the right to refuse or accept any scholarship funds which do not contribute toward the goals of the district, or that may be in violation of federal or state laws and regulations or established administrative procedures.[\[1\]](#)

Scholarships shall be divided into two (2) groups:

1. Endowed scholarships, comprising those awarded under agreement, gift, or bequest, without cost to the district.[\[2\]](#)[\[3\]](#)
2. District scholarships, those established and paid for (either in whole or part) by the district.

The number of district scholarships shall be determined by resolution of the SRC.

Definitions

Guidelines

The grant of scholarships shall be limited to the period required to complete the regular course of study, provided that no scholarship shall be granted for a period longer than four (4) years. The continuance of any scholarship from year to year shall depend upon the satisfactory character of the work done by the recipient, as determined by the **Superintendent or designee** upon reports

made from the institution in which the scholarship is held.

Upon approval of the recommendation by the **SRC**, the **Superintendent** and Chief Financial Officer shall enter into the necessary financial agreements with the institutions concerned.

Each recipient of a scholarship shall report his/her progress semi-annually, in writing, to the **Superintendent** or designee. If the scholarship or conduct report shall be unsatisfactory, the scholarship may be cancelled by the **SRC** upon the recommendation of the **Superintendent** or designee. Each recipient of a scholarship must notify the **Superintendent** or designee, in advance, of his/her approaching graduation or completion of the course, or the cessation of his/her attendance.

No information, either academic or personal, shall be released from a student's record for the purpose of selecting a scholarship recipient without the permission of the student who is eighteen (18), or the parents/guardians of a student who is younger, in accordance with the SRC's policy on student records.[4]

Delegation of Responsibility

Legal References:

1. [24 P.S. 216](#)
2. Pol. 702 - Gifts, Grants and Donations
3. Pol. 913 - Nonschool Organizations/Groups/Individuals
4. Pol. 216 - Student Records

Related Information:

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 700

TITLE: Gifts, Grants And Donations

ADOPTED: To be considered for adoption on
August 17, 2017 SRC Action Meeting

REVISED: June 19, 2013

GIFTS, GRANTS AND DONATIONS

Purpose

The School Reform Commission recognizes that individuals and community organizations may wish to contribute money, supplies **and**/or equipment to enhance or extend the **programs in the schools**. The **SRC** also recognizes that the district, via individual program offices and schools, is awarded grants from private foundations as well as municipal, state and federal sources.

Authority

The **SRC** has the authority to accept gifts, donations and grants made to the **school** district or to any district school **in accordance with law and SRC policy**.[\[1\]](#)

The **SRC** may authorize the **Superintendent** or designee to accept gifts of **money** or property valued up to and including \$20,000. Gifts exceeding \$20,000 shall be **accepted** by separate **SRC** resolutions.

For all grants and gifts valued at \$20,000 or less, each Grant Program Manager and school principal shall be charged with:

1. Ensuring compliance with all appropriate grant regulations consistent with **applicable** SRC policy.
2. Informing the Office of Grant Development about all such gifts and grants. The Grant Development Office shall inform the Office of Grant Fiscal Services.

Only gifts and grants of \$5,000 or less may be deposited into the school's Student Activity Fund and accounted for separately. Gifts and grants received greater than \$5,000 must be deposited in the district's central office accounts and be expended through the district's accounting system.

The **SRC** reserves the right to refuse to accept any gift that does not contribute to achievement of district goals **or when such ownership would adversely affect the district**.[\[1\]](#)

Any gift accepted by the **SRC** or its designee shall become district property, may not be returned without **SRC** approval, and is subject to the same controls and regulations as are other district

properties.[\[1\]\[2\]](#)

In the case of gifts or donations by or through a bona fide Home and School Association, the **Superintendent** or designee is authorized to approve receipt upon certification by the school principal that the property is appropriate to the school's purposes and needs.

The district shall be responsible for the maintenance of any gift it accepts, unless otherwise stipulated.

The district **shall** make every effort to honor the intent of the donor in the use of the gift, but reserves the right to utilize any gift in the best interests of the district's educational program.

In no case shall acceptance of a gift be considered an endorsement by the **SRC** or the district of a commercial product, business enterprise, or institution of learning.

All gifts meeting the criteria for inclusion in the District's Inventory System shall be recorded in the appropriate inventory listing and property records.[\[1\]](#)

Definitions

Guidelines

Delegation of Responsibility

The **Superintendent** or designee shall:

1. Counsel potential donors on appropriateness of gifts.
2. Encourage individuals and organizations considering a contribution to consult with the principal or **Superintendent** before **appropriating** funds.
3. Report to the **SRC** all gifts accepted on behalf of the **SRC**.
4. Acknowledge the receipt and value of any gift accepted by the district.

Legal References:

[1. 24 P.S. 216](#)

[2. 24 P.S. 703](#)

Related Information:

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 705

SECTION: 700 Property

TITLE: Safety

ADOPTED: To be considered for adoption at
the August 17, 2017 SRC Action Meeting.

REVISED: September 18, 2014

SAFETY

Purpose:

The School Reform Commission recognizes that district facilities must be maintained and operated in a condition that is safe for students, staff, community members and visitors.

Authority:

The SRC directs that a district-wide safety program shall be maintained to ensure a healthy, safe and secure environment for all students, staff, community members and visitors, as well as, to protect district buildings, equipment and property. The safety program shall provide instruction for students and staff in safety, **emergency preparedness, emergency response and crisis management**; protective devices where they are required for safety; and suitable and safe equipment necessary for the conduct of the educational programs and operation of the schools and performance of normal daily work activity.

Delegation of Responsibility:

The Superintendent delegates **to the Office of Safety that the Office of School Safety** shall develop and present to the SRC for its approval **annually a** district safety plans that address school safety issues, as well as, identify, correct and establish an environment free and clear of recognizable hazards and include applicable requirements of law and regulations. District safety plans shall focus on:

1. Identifying and preventing/mitigating risks, hazards and threats.
2. Ensuring the district is prepared for **crisis and emergency incidents.** [1]
3. **Effectively responding to and investigating crisis and emergency incidents.**[1]
4. Providing appropriate academic, physical, emotional, and business recovery.

5. Recording activities that either resulted in losses to the district or injury, had the potential to result in loss or injury to the district and/or its personnel, students or visitors so that the district has meaningful data to develop appropriate risk mitigation strategies. Such activities or incidents shall be recorded using effective and consistent methods so the information can be easily compiled and reported.
6. Identifying key personnel and their responsibilities in developing the specific plan.
7. Providing training and **instruction** to employees on **emergency preparedness, emergency responds and crisis management.**
8. **Developing** specific procedures for **preventing or mitigating** hazards relating to the work environment.

Principals shall inform all staff, students **and parents** of **school emergency policies and procedures** at the beginning of the school year, during **an employee's** initial hiring, or when employees change positions with new job duties.

The Superintendent or designee shall:

1. Ensure curriculum to instruct students and faculty in safety and health, environmental **concerns**, and fire prevention.[\[2\]](#)
2. Provide required drills to instruct students in safety procedures.[\[1\]](#)[\[2\]](#)[\[3\]](#)
3. Review and evaluate annually district policies, procedures and school emergency operation plans.

Working safely is a responsibility shared by all employees. Managers and supervisors **shall** maintain the safest possible working conditions by encouraging and enforcing district safety policies and procedures. All of the necessary and available district resources will be utilized to accomplish this important endeavor. All district employees are expected to implement safe practices, identify and eliminate unsafe practices and

conditions, and take seriously the matters of accident prevention, injury reduction and safety in the workplace.

Legal References:

35 PA C.S. 7101 et seq., as amended, 7701

22 PA Code Section 10.11

22 PA Code Section 10.24, School Emergency Preparedness Plan

Public School Code of 1949, 24 P.S. 1-101, et seq., as amended, 15-1517

Communicable and Non Communicable Diseases, 28 PA Code, Ch.27, 27.152

Homeland Security Presidential Directive No. 5 (2003)

Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 100-107 (Nov. 23, 1988), amending the Disaster Relief Act of 1974, PL 93-288.

Homeland Security Act of 2002, PL 107-296 (Nov.25, 2002)

1. Pol. 805

[2. 24 P.S. 1518](#)

[3. 24 P.S. 1517](#)

[24 P.S. 696](#)

[Philadelphia Home Rule Charter - 12-300](#)

[34 PA Code 129.401 et seq.](#)

Pol. 805.1

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 900 COMMUNITY

TITLE: District-wide Parent and Family
Engagement Policy

ADOPTED: To be considered for adoption
at the August 17, 2017 SRC
Action Meeting.

REVISED: August 24, 2011

918. DISTRICT-WIDE PARENT & FAMILY ENGAGEMENT POLICY

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.

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;*
- b) *that caregivers are encouraged to be actively involved in their child's education at school;*
- c) *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*
- d) *the carrying out of other activities, such as those described in section 1116 of the ESSA.*

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.

Guidelines

PART I. GENERAL EXPECTATIONS

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:

- 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.

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.
 - To provide more opportunities for caregivers to participate in dialogue to inform and influence policy and decision-making related to district-wide issues, the District will initiate activities to establish a District-wide Family Advisory Council.
 - 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 **90** 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 implementing family engagement best practices and programs.
- 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.

THE SCHOOL DISTRICT OF PHILADELPHIA will coordinate and integrate family engagement strategies in Title I, Part A with family engagement strategies under other **Federal, State, and local programs, including public preschool programs, by:**

- Holding quarterly meetings between **Head Start, Bright Futures**, and Education Leading to Employment and Career Training (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.

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.

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.

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:

- 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 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 achievement, such as literacy and technology workshops, as appropriate, to foster family engagement by:
- 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.
- 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:
- 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).

- D. 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:
- 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 **August 17, 2017** and will be in effect until further revision. The School District will distribute information about this policy to all caregivers on or before **September 30, 2017**.

This policy supercedes Policy 918.1.

Legal References:

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

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 100 Programs

TITLE: Nondiscrimination in School
and Classroom Practices

ADOPTED:

REVISED:

NONDISCRIMINATION IN SCHOOL AND CLASSROOM PRACTICES

Authority

The **School Reform Commission** declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools regardless of race, color, **age, creed**, religion, sex, sexual orientation, **gender orientation**, ancestry, national origin, **marital status, pregnancy or disability**.

[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)

~~The district shall provide to all students, without discrimination,~~ The District without discrimination shall provide to all students; course offerings, counseling, assistance, employment, athletics and extracurricular activities. The equitable distribution of district resources is one means the district shall use to ensure all students receive a quality education. The district shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.

The SRC encourages students and third parties who have been subject to discrimination, or parents/guardians of students, to promptly report such incidents to designated employees.

The SRC directs that complaints of discrimination shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. All parties will be treated with dignity and respect.

No reprisals nor retaliation shall occur as a result of good faith charges of discrimination or participation in an investigation.

In the event that the district fails to investigate a complaint of discrimination, fails to document the outcome of an investigation of discrimination, or if discrimination continues after an investigation has concluded, individuals may report the incident to the district's hotline at 215-400-SAFE and/or submit a complaint in accordance with applicable SRC policy.^[16]

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the SRC shall designate a district Compliance Officer to coordinate the district's efforts to comply with this policy and applicable laws and regulations.

The Compliance Officer shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees and the public. Nondiscrimination statements shall include the name, position, office address, telephone number and email address of the Compliance Officer.

The Compliance Officer is responsible to monitor the implementation of nondiscrimination procedures in the following areas:

- 1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.**
- 2. Training - Provision of training for students and staff to identify and alleviate problems of discrimination.**
- 3. Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.**
- 4. District Support - Assurance that like aspects of the school program receive like support as to staffing and compensation, facilities, equipment, and related areas.**
- 5. Student Evaluation - Review of tests, procedures, and guidance and counseling materials for stereotyping and discrimination.**

Each staff member shall be responsible to maintain an educational environment free from all forms of discrimination.

The Superintendent or designee shall develop administrative procedures to implement this policy.

The building principal or designee shall be responsible to complete the following duties when receiving a complaint of discrimination:

- 1. Inform the student or third party of the right to file a complaint and the complaint procedure.**
- 2. Inform the complainant that s/he may be accompanied by a parent/guardian during all steps of the complaint procedure.**
- 3. Notify the complainant and the accused of the progress at appropriate stages of the procedure.**

4. Refer the complainant to the Compliance Officer if the building principal is the subject of the complaint.
5. Take interim action, as necessary, to address prohibited conduct prior to the completion of the investigation.

Guidelines

This policy shall be made available in English and all other languages necessary to facilitate understanding by district residents.

Regulatory Procedure

~~Complaint Procedure – Student/Third Party~~

Step 1—Reporting

~~A student or third party who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of this policy, or the parent/guardian of a student, 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.~~

~~If the building principal is the subject of a complaint, the student, parent/guardian, third party or employee shall report the incident directly to the Compliance Officer.~~

~~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 discrimination, the building principal or designee shall investigate the complaint, unless the building principal or designee is the subject of the complaint or is unable to conduct the investigation.~~

~~The building principal or designee shall conduct an adequate, reliable and impartial investigation and shall provide the opportunity for each party to present witnesses and other evidence.~~

~~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 obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded. The investigator should coordinate with any other ongoing school or criminal investigation of the incident.~~

All investigations shall be completed by the assigned investigator within fourteen (14) days from the filing date of the complaint. Extenuating circumstances for not being able to comply with the deadline must be approved by the Compliance Officer. The extension must be a specified period of time not exceeding fourteen (14) days, and must be communicated to the complainant.

Step 3—Investigative Report

~~The building principal or designee shall prepare and submit a written report to the Compliance Officer, which shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, the basis for the determination, and a recommended disposition of the complaint.~~

~~The complainant and the accused shall be provided written notice of the outcome of the investigation, including the recommended disposition. The accused shall not be notified of the individual remedies offered or provided to the complainant.~~[\[17\]](#)

Step 4—District Action

~~If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases. The district shall take steps to prevent the recurrence of prohibited conduct and to correct the discriminatory effect on the complainant and others, if appropriate. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant.~~[\[17\]](#)

~~Disciplinary actions shall be consistent with the Code of Student Conduct, SRC policies and administrative procedures, applicable collective bargaining agreements, and state and federal laws, and may include educational activities and/or counseling services.~~

~~If it is concluded that a student has knowingly made a false complaint under this policy, such student shall be subject to disciplinary action.~~

Appeal Procedure

- ~~1. If the complainant or the accused is not satisfied with a finding of no violation of the policy or with the recommended corrective action, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days.~~
- ~~2. The Compliance Officer shall review the investigation and the investigative report and may also conduct a reasonable investigation.~~
- ~~3. The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused and the building principal who conducted the initial investigation.~~

Legal References:

1. 24 P.S. 1310
2. 24 P.S. 1601-C et seq
3. 22 PA Code 12.1
4. 22 PA Code 12.4
5. 22 PA Code 15.1 et seq
6. 22 PA Code 4.4
7. 24 P.S. 5004
8. 43 P.S. 951 et seq
9. 20 U.S.C. 1681 et seq
10. 20 U.S.C. 6321
11. 29 U.S.C. 794
12. 42 U.S.C. 12101 et seq
13. 42 U.S.C. 2000d et seq
14. Pol. 103.1
15. Pol. 248
16. Pol. 906
17. 20 U.S.C. 1232g

Related Information:

- 28 CFR Part 35
- 28 CFR Part 41
- 34 CFR Part 100
- 34 CFR Part 104
- 34 CFR Part 106

34 CFR Part 110

Philadelphia Code of Ordinances (Fair Practices Ordinance) - 9-1101 et seq

Pol. 122

Pol. 123

Pol. 701

Philadelphia Commission on Human Relations Guidance

ADMINISTRATIVE PROCEDURES: NONDISCRIMINATION IN SCHOOL AND
CLASSROOM PRACTICES
(Attachment for Policy No. 103)

Complaint Procedure – Student/Third Party

Step 1 – Reporting

A student or third party who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of this policy, or the parent/guardian of a student, 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.

If the building principal is the subject of a complaint, the student, parent/guardian, third party or employee shall report the incident directly to the Compliance Officer.

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 discrimination, the building principal or designee shall investigate the complaint, unless the building principal or designee is the subject of the complaint or is unable to conduct the investigation.

The building principal or designee shall conduct an adequate, reliable and impartial investigation and shall provide the opportunity for each party to present witnesses and other evidence.

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 obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded. The investigator should coordinate with any other ongoing school or criminal investigation of the incident.

All investigations shall be completed by the assigned investigator within fourteen (14) days from the filing date of the complaint. Extenuating circumstances for not being able to comply with the deadline must be approved by the Compliance Officer. The extension must be a specified period of time not exceeding fourteen (14) days, and must be communicated to the complainant.

Step 3 – Investigative Report

The building principal or designee shall prepare and submit a written report to the Compliance Officer, which shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, the basis for the determination, and a recommended disposition of the complaint.

The complainant and the accused shall be provided written notice of the outcome of the investigation, including the recommended disposition. The accused shall not be notified of the individual remedies offered or provided to the complainant.[\[17\]](#)

Step 4 – District Action

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases. The district shall take steps to prevent the recurrence of prohibited conduct and to correct the discriminatory effect on the complainant and others, if appropriate. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant.[\[17\]](#)

Disciplinary actions shall be consistent with the Code of Student Conduct, SRC policies and administrative procedures, applicable collective bargaining agreements, and state and federal laws, and may include educational activities and/or counseling services.

If it is concluded that a student has knowingly made a false complaint under this policy, such student shall be subject to disciplinary action.

Appeal Procedure

- 1. If the complainant or the accused is not satisfied with a finding of no violation of the policy or with the recommended corrective action, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days.**
- 2. The Compliance Officer shall review the investigation and the investigative report and may also conduct a reasonable investigation.**
- 3. The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused and the building principal who conducted the initial investigation.**

Legal References:
17. 20 U.S.C. 1232g

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 100 Programs
TITLE: Homebound Instruction
ADOPTED: 9/21/2011
REVISED:

HOMEBOUND INSTRUCTION

Purpose

The purpose of homebound instruction is to provide students, who are confined to the home or hospital and meet the prescribed criteria, during a temporary period of absence, the opportunity to re-engage successfully in their instructional program upon return to school.

Authority

The School Reform Commission may provide, pursuant to law and regulations, homebound instruction to students confined to home or hospital for physical disabilities, chronic medical conditions, illness, injury urgent medical reasons, or when such confinement is recommended for psychological or psychiatric reasons expressly written by a board certified psychologist or psychiatrist.

The term “urgent reasons” shall be strictly construed and does not permit irregular attendance. [\[1\]](#)[\[2\]](#)[\[3\]](#)

The period of homebound instruction for an individual shall not exceed three (3) months unless extenuating circumstances prove otherwise. Exceptions may be recommended by the Superintendent or designee as deemed advisable and in the best interests of the student and/or district **and must be approved by the Pennsylvania Department of Education.** [\[2\]](#)

Delegation of Responsibility

The Superintendent or designee shall create administrative processes to enact this policy.

Procedures

The parent/guardian shall submit the required application and medical documentation for homebound instruction to the District, and shall include:

1. A written request by the student's parent(s)/guardian(s) **documenting the** urgent reasons **accompanied by** medical documentation from a physician for an acute condition that prevents the student attending school for a period of at least four (4) weeks.
2. A written signed request for homebound instruction from the licensed physician, licensed psychiatrist or by a licensed treating specialist,
 - (a) certifying the nature of the illness or disability,
 - (b) the necessity of homebound instruction that supports the student cannot be in a school setting,

- (c) demonstrates a treatment plan that includes goals/supports that return the student to the school setting as quickly as possible, and
- (d) the expected duration of confinement and provides a projected date when the student will return.

3. If the urgent reason is due to a condition that is treated by a specialist, the proper documentation will be required to be completed by the treating specialist. For example: respiratory dysfunction, documentation by a pulmonologist, allergist or immunologist will be requested. If the urgent reason is due to mental/behavioral conditions, documentation by a board certified psychiatrist will be requested.

4. A written consent signed by the parent/guardian consistent with FERPA, HIPAA and the Mental Health Act permitting designated school personnel to speak with the physician regarding information that pertains to the student's inability to attend school.

At any point, the district may request additional information to justify initial approval or continuation of homebound instruction.

The Superintendent or designee **must** request approval from the Department of Education to extend the period of homebound instruction for an individual, which shall be re-evaluated every three (3) months.[\[2\]](#)

Parents/Guardians and students are advised that a second request during a school year will be considered a request for continuance of homebound instruction at which time another request must be submitted within three (3) calendar weeks of the impending extension in order for homebound to be extended.

Upon submission for continuance, parent and student must meet with the school team to discuss plans for transition back to school.

Mandated Regulatory Procedures

Homebound instruction should be used as a last resort after all other options and/or alternative schedules have been exhausted.

Parents/Guardians and students are advised that the granting of homebound instruction are subject to the following conditions:

- Students on homebound may not also work at a job and may not be involved in other activities outside the home. The premise of homebound is that students are unable to come to school and therefore should be unable to go to work, or leave their home for any length of time.
- Homebound instruction is not to be used as an educational option while a student is awaiting placement within or outside of the school district.
- Homebound instruction is not intended, nor can it be construed, as a method of delivering a full curriculum and may not provide sufficient grades/credits for promotion.

If the student is denied any homebound instruction he/she will become subject to mandatory school attendance regulations.

Intermittent Homebound

A student may be provided homebound instruction on an intermittent basis during short but repeated periods of absences due to exacerbation of a chronic medical condition. The student is expected to return to school when the exacerbation subsides. The approval for intermittent homebound instruction will be granted for no longer than one (1) school year and will expire **at the end** of any school year.

The program of homebound instruction provided to each student shall be in accordance with the standards established by the state.

The SRC reserves the right to withhold homebound instruction when any one (1) of the following occurs:

1. The instructor's presence in the place of a student's home presents a hazard to the health of the teacher.
2. A parent/guardian or other adult in authority is not present with the student during the hours of instruction.
3. The medical, psychological or psychiatric condition of the student precludes any benefit from such instruction.

Students receiving homebound instruction may be counted for attendance purposes as if in school.

The Superintendent or designee may request approval from the Department of Education to extend the period of homebound instruction for an individual, which shall be re-evaluated every three (3) months.[\[2\]](#)

Parents/Guardians and students are advised that a second request during a school year will be considered a request for continuance of homebound instruction at which time another request must be submitted within three (3) calendar weeks of the impending extension in order for homebound to be extended.

Upon submission for continuance, parent and student must meet with the school team to discuss plans for transition back to school.

Any breach of the conditions set forth in this policy, in part or in whole may result in the withdrawal of approval of homebound instruction.

Legal References:

1. 24 P.S. 1329 - Excuses from Attending School
2. 22 PA Code 11.25 - Temporary excusals due to illness or other urgent reasons
3. Pol. 204 - Attendance

Related Information:

Pol. 234 - Pregnant/Parenting/Married Students

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 100 Programs

TITLE: Student and Staff Wellness

ADOPTED: 12/15/2016

REVISED:

STUDENT AND STAFF WELLNESS

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.

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 **and regulations.** [\[1\]](#)[\[2\]](#)[\[16\]](#)

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.

Mandated Regulatory Procedures

The Wellness Policy will establish the following:

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.
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, internal and external health and wellness partners and include the following: SRC member, district administrators, ~~students, parent(s)/guardian(s), physical education teacher(s), and 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. **The Council will meet 4 times per year, advertise the meetings and open them to the public. It shall be the goal that council membership will include representatives from each school building and reflect the diversity of the community.** [\[2\]](#)
Each school shall establish a School Wellness Council comprised of school health professionals, faculty and administration, a student if a secondary school, a parent representative and community representatives.
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 shall review and consider evidence-based strategies and techniques in establishing goals for nutrition education and promotion, physical activity and other school based activities that promote student wellness as part of the policy development and revision process.** [\[16\]](#)
4. The Central Level School Wellness Council may evaluate current health-related SRC policies and administrative procedures, and raise awareness about student health issues.
5. 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 Guidelines for All Foods/Beverages at School

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

Foods and beverages 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. 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.

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).

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/Non-Sold Competitive Foods

All competitive foods available **for sale** to students in district schools shall **meet or exceed the established federal nutrition standards (USDA Smart Snacks in School)**, district guidelines, and any applicable administrative procedures.[\[10\]](#)[\[9\]](#)[\[16\]](#)

Competitive foods are defined as all foods and beverages **offered or** 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 **school begins until** thirty (30) minutes after the end of the official school day.[\[16\]](#)[\[9\]](#)

Non-Sold Competitive Foods -

Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall meet or exceed the standards established by the district.

If the offered non-sold competitive foods do not meet or exceed the Smart Snacks in School nutrition standards, the following standards shall apply:

1. **Rewards and Incentives:**
 - a. District schools will not use unhealthy foods or beverages as rewards for academic performance or good behavior.
2. **Classroom Parties and Celebrations:**
 - a. 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.

The district shall provide a list of suggested nonfood ideas and healthy food and beverage alternatives to parents/guardians and staff, which may be posted via the district website,

student handbooks, newsletters, posted notices and/or other efficient communication methods.

Marketing/Contracting

Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School) and comply with established SRC policy and administrative procedures.[\[16\]](#)[\[9\]](#)

Exclusive competitive food and/or beverage contracts shall be approved by the SRC, in accordance with provisions of law. **Existing contracts shall be reviewed and modified to the extent feasible to ensure compliance with established federal nutrition standards, including applicable marketing restrictions.**[\[11\]](#)

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.[\[9\]](#)

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.

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 and Health Education

The **health and** 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, **K-12**.
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, social skills, [healthy decision-making and advocacy for wellness](#).
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 [health and](#) 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.
17. [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.](#)

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.

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

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. [\[2\]](#)
3. Implementation, **assessment** and monitoring of **this** policy are subject to review and approval by the Superintendent or designee.

The Superintendent or designee and the established Central Level School Wellness Council shall conduct an assessment at least once every three (3) years on the contents and implementation of this policy as part of a continuous improvement process to

strengthen the policy and ensure implementation. ~~This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:~~[\[16\]\[2\]](#)

- ~~1. The extent to which each district school is in compliance with law and policies related to school wellness.~~
- ~~2. The extent to which this policy compares to model wellness policies.~~
- ~~3. A description of the progress made by the district in attaining the goals of this policy.~~

~~At least once every three (3) years, the district shall update or modify this policy as needed, based on the results of the most recent triennial assessment and/or as district and community needs and priorities change; wellness goals are met; new health science, information and technologies emerge; and new federal or state guidance or standards are issued.~~[\[16\]](#)

~~The district shall annually inform and update the public, including parents/guardians, students, and others in the community, about the contents, updates and implementation of this policy via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods. This annual notification shall include information on how to access the Student and Staff Wellness policy; information about the most recent triennial assessment; information on how to participate in the development, implementation and periodic review and update of the Student and Staff Wellness policy; and a means of contacting Wellness Council leadership.~~[\[16\]\[2\]](#)

Monitoring and Compliance

~~The district shall retain records documenting compliance with the requirements of the Student and Staff Wellness policy, which shall include:~~[\[16\]\[17\]](#)

- ~~1. The written Student and Staff Wellness policy.~~
- ~~2. Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the Student and Staff Wellness policy and any updates to the policy.~~
- ~~3. Documentation of efforts to review and update the Student and Staff Wellness policy, including who is involved in the review and methods used by the district to inform the public of their ability to participate in the review.~~
- ~~4. Documentation demonstrating the most recent assessment on the implementation of the Student and Staff Wellness policy and notification of the assessment results to the public.~~

Legal 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
16. 7 CFR 210.31
17. 7 CFR 210.15
24 P.S. 1337.1
24 P.S. 1422
24 P.S. 1422.3

Related Information:

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>

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Eligibility Of Nonresident
Students

ADOPTED: 10/5/2011

REVISED:

ELIGIBILITY OF NONRESIDENT STUDENTS

Purpose

The School Reform Commission shall operate district schools for the benefit of students residing in the City of Philadelphia who are eligible for attendance. [1][2][3]

Authority

The SRC may permit the admission of nonresident students in accordance with law and SRC policy. [4][5][6]

Before any eligible nonresident student may be accepted as a student in district schools, the SRC requires that appropriate documentation verifying the student's eligibility be submitted. The SRC reserves the right to verify claims of residency, dependency and guardianship and to remove from school attendance a nonresident student whose claim is invalid.

Admitted nonresident students shall receive the same benefits and be subject to the same responsibilities as resident students.

The SRC shall not be responsible for transportation to or from school for any nonresident student residing outside school district boundaries **except when the transportation is required per the federal and state mandate (i.e foster care or homeless students)**. [7]

Tuition rates shall be determined annually in accordance with law. Tuition shall be charged monthly, in advance of attendance. [5][8][9]

Mandated Regulatory Procedures

Nonresident Children Attending District Schools

The School District of Philadelphia shall deny the admission of a nonresident student to any school or academic program where such enrollment would displace a resident student or require the district to incur additional costs.

Nonresident students are not eligible to participate in the Middle College Program.

Nonresident Children Residing With a District Resident

Any nonresident child of school age residing with a district resident shall be admitted to district schools in accordance with law and regulations without payment of tuition provided that the student lives full-time and not just for the school year with district resident(s) who, without

receiving compensation, have assumed legal dependency/guardianship or full residential support of the student.[\[10\]](#)[\[11\]](#)

The SRC shall require that appropriate legal documentation showing dependency or guardianship or a sworn statement of full residential support be filed with Superintendent or designee before an eligible nonresident student may be accepted as a student in district schools. The SRC may require a resident to submit additional, reasonable information to substantiate a sworn statement, ~~in accordance with guidelines issued by the Department of Education.~~

If information contained in the sworn statement of residential support is found to be false, a student may be removed from school after notice, to include a right to appeal to the Office of Student Placement.

Nonresident Children Placed in Resident's Home

Any nonresident child of school age placed in the home of a district resident by a court or government agency, with such resident being compensated, shall be admitted to district schools in accordance with law.[\[13\]](#)

Resident Children Placed in a Nonresident Home

In accordance with the Every Student Succeeds Act of 2015, the School District of Philadelphia has a responsibility to ensure educational stability for all children placed in a nonresident home by a County Children and Youth Agency (CCYA). These children are considered residents of Philadelphia and will be served in a manner consistent with the Every Student Succeeds Act of 2015.

Residents of Institutions

A child who is living in or assigned to a facility or institution for the care or training of children that is located within this district is not a legal resident of the district by such placement; but s/he shall be admitted to district schools, and a charge shall be made for tuition in accordance with law.[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[8\]](#)

Juveniles Incarcerated in Adult Facilities

A juvenile who is eligible for educational services and is confined to an adult local correctional institution following conviction for a criminal offense shall receive educational services from the school district in the same manner and extent as an expelled student.[\[21\]](#)[\[22\]](#)

A juvenile who is eligible for educational services and is confined to an adult local correctional institution following a charge for a criminal offense shall receive educational services from the school district in the same manner and extent as a student placed in an alternative education program for disruptive students.[\[21\]](#)

Former Residents

Regularly enrolled students whose parents/guardians have moved out of the school district may be permitted to attend district schools **remain in a school in which the student was appropriately enrolled until the last day of the that school year for pupils**, upon district approval and payment of tuition by the parent/guardian or the district of residence. Tuition shall not be charged if a student is attending Philadelphia public **School District of Philadelphia** schools and moves out of the city in the student's senior year.[\[5\]](#)

Homeless Students

The district shall immediately enroll homeless students, even if the student or parent/guardian is unable to produce the required documents, in accordance with SRC policy and the McKinney–Vento Homeless Assistance Act of 1987 (Pub. L. 100-77, July 22, 1987, 101 Stat. 482, 42 U.S.C. § 11301 et seq.[23]

Misrepresentation of Residency

The School District of Philadelphia reserves the right to unenroll and/or charge tuition fees for any misrepresentation of any information used to enroll in a School District of Philadelphia school. Misrepresentation of information used for this purpose may also constitute perjury, unsworn falsification to authorities, fraud and other offenses under the Pennsylvania Criminal Code. Suspected violations will be referred to Philadelphia District Attorney’s Office.

Delegation of Responsibility

The Superintendent or designee shall develop administrative procedures for the enrollment and withdrawal of nonresident students which:

1. Admit such **students** only on the proper application of the parent/guardian.
2. Do not discriminate against any eligible **student**. [24][25]
3. Verify claims of eligibility.
4. **Deny admission in circumstances where such admission would displace a resident student, require the school district to incur additional costs, and/or the educational facilities or program maintained for district students is inadequate to meet the needs of the applicant.**
5. Make continued enrollment of any nonresident student contingent upon maintaining **established** standards of **attendance, discipline and academics.**
6. The withdrawal of students under the guidelines of this policy

Legal References:

1. 24 P.S. 501 - Elementary Schools
2. 24 P.S. 502 - Additional Schools and Departments
3. 24 P.S. 503 - Kindergartens
4. 24 P.S. 1301 - Age Limits; Temporary Residence
5. 24 P.S. 1316 - Permitting Attendance of Non-resident Pupils
6. Pol. 200 - Enrollment of Students
7. Pol. 810 - Transportation
8. 24 P.S. 2561 - Tuition Charges for Pupils of Other Districts
9. Pol. 607 - Tuition Charges for Pupils of Other Districts
10. 24 P.S. 1302 - Residence and Right to Free School Privileges
11. 22 PA Code 11.19 - Nonresident child living with a district resident
12. Pol. 906 - Public Complaints

- 13. 24 P.S. 1305 - Non-resident Child Placed in Home of Resident
- 14. 24 P.S. 1306 - Non-resident Inmates of Children's Institutions
- 15. 24 P.S. 1307 - Counties, Other Than Second Class, Responsible for Payment of Tuition
- 16. 24 P.S. 1308 - Liability for Tuition and Enforcement of Payment
- 17. 24 P.S. 1309 - Cost of Tuition; How Fixed
- 18. 24 P.S. 1310 - Assignment of Pupils to Schools
- 19. 24 P.S. 2562 - Payments by Districts for Pupils Attending in Other Districts
- 20. 22 PA Code 11.18 - Nonresident children living in facilities or institutions
- 21. 24 P.S. 1306.2 - Juveniles Incarcerated in Adult Facilities
- 22. 24 P.S. 1318 - Suspension and Expulsion of Pupils
- 23. Pol. 251 - Homeless Students
- 24. Pol. 103 - Nondiscrimination In School And Classroom Practices
- 25. Pol. 103.1 - Nondiscrimination – Qualified Students With Disabilities/Protected Handicapped Students

Related Information:

- 24 P.S. 510 - Rules and Regulations; Safety Patrols
- 24 P.S. 2503 - Payments on Account of Tuition
- Philadelphia Home Rule Charter - 12-300
- 22 PA Code 11.41 - School district policies and rules

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Student Conduct And
Discipline

ADOPTED: 8/24/2011

REVISED:

STUDENT CONDUCT AND DISCIPLINE

Purpose

The School Reform Commission finds that student conduct is closely related to learning. An effective educational program requires a safe and orderly school environment in which students and employees know and abide by reasonable standards of socially acceptable behavior and respect the rights, person and property of others.

Authority

The district shall establish fair, reasonable and nondiscriminatory rules and regulations regarding the conduct of all students in the school district during the time they are under the supervision of the school or at any time while on school property, while present at school-sponsored activities, while traveling to and/or from school and school-sponsored activities, **and in certain circumstances while off campus.** [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

The SRC shall adopt a Code of Student Conduct in order to inform students, staff and parents/guardians of what conduct is required, what **conduct** is prohibited, and the **consequences** that may be applied. Disciplinary **consequences** shall be rationally related to the offense and designed to teach responsibility for one's actions. Students shall not be subject to disciplinary action because of race, sex, color, religion, sexual orientation, **gender identity**, national origin or handicap/disability. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

Each student is expected to adhere to and conduct themselves in accordance with law, SRC policies and district rules, the Code of Student Conduct, and the lawful directions of district employees.[\[6\]](#)

The SRC prohibits the use of corporal punishment by district staff to discipline students for violations of SRC policies and district rules and regulations.[\[7\]](#)

Any student disciplined by a district employee shall have the right to notice of the infraction and an opportunity to respond. Suspensions and expulsions shall be carried out in accordance with SRC policy.[\[8\]](#)

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.[\[4\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.[14][15]
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Delegation of Responsibility

The Superintendent or designee shall ensure that reasonable and necessary rules and administrative procedures are developed to implement SRC policy governing student conduct and discipline.

The Superintendent or designee shall publish the Code of Student Conduct, **which includes the consequences that may be imposed for violations of those rules, and a listing of students' rights and responsibilities.** A copy of the Code of Student Conduct shall be available in each school library and school office **and may be printed in student handbooks.**[1][6]

The building principal shall have the authority to assign discipline to students, subject to SRC policies, district rules and regulations and to the student's due process right to notice, hearing, and appeal.[16][17]

Teaching staff and other district employees responsible for students shall have the authority to take reasonable actions necessary to control the conduct of students in all situations and in all places where students are within the jurisdiction of this SRC, and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.[16]

Reasonable force may be used by teachers and school authorities under any of the following circumstances: to quell a disturbance, obtain possession of weapons or other dangerous objects, for the purpose of self-defense, and for the protection of persons or property.[7]

Referral to Law Enforcement and Required Reports

For reporting purposes, the term incident shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.[\[18\]](#)[\[19\]](#)[\[20\]](#)

The Superintendent, Office of School Safety, or designee shall immediately report required incidents and may report discretionary incidents committed by students 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.[\[13\]](#)[\[18\]](#)[\[19\]](#)[\[21\]](#)[\[22\]](#)[\[23\]](#)

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident as a victim or suspect immediately, as soon as practicable. 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 attempts made to reach the parent/guardian.[\[13\]](#)[\[19\]](#)[\[24\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report all new incidents to the Office for Safe Schools on the required form.[\[13\]](#)[\[18\]](#)[\[25\]](#)[\[26\]](#)[\[27\]](#)[\[28\]](#)

Legal References:

1. 22 PA Code 12.3

2. 22 PA Code 12.4

3. Pol. 103 - Nondiscrimination in School and Classroom Practices

4. Pol. 103.1 - Nondiscrimination - Qualified Students With Disabilities/Protected Handicapped Students

5. 22 PA Code 12.2

6. Pol. 235 - Student Rights and Responsibilities

7. 22 PA Code 12.5

8. Pol. 233 - Suspension and Expulsion

9. 20 U.S.C. 1400 et seq

10. 22 PA Code 10.23

11. Pol. 113.1 - Discipline of Students With Disabilities

12. Pol. 113.2 - Behavior Support

13. Pol. 805.1 - Relations With Law Enforcement Agencies

14. Pol. 122 - Extracurricular Activities

15. Pol. 123 - Interscholastic Athletics

16. 24 P.S. 1317

17. 24 P.S. 1318

18. 24 P.S. 1303-A

19. 22 PA Code 10.2

20. 35 P.S. 780-102

21. 24 P.S. 1302.1-A

- 22. 22 PA Code 10.21
- 23. 22 PA Code 10.22
- 24. 22 PA Code 10.25
- 25. Pol. 218.1 - Weapons
- 26. Pol. 218.2 - Terroristic Threats
- 27. Pol. 222 - Tobacco
- 28. Pol. 227 - Controlled Substances/Paraphernalia

Related Information:

- 24 P.S. 510
- 24 P.S. 696
- 22 PA Code 12.1 et seq
- 22 PA Code 403.1
- 20 U.S.C. 7114
- 34 CFR Part 300
- Pol. 805 - Emergency Preparedness
- Philadelphia Home Rule Charter - 12-300

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Dress and Grooming

ADOPTED: 12/21/2011

REVISED:

DRESS AND GROOMING

Purpose

The School Reform Commission is **committed to authorizing each school and the community , including parents, to adopt a dress code that sets out acceptable standards of dress for all students.**

Definition

Uniform Dress code shall be defined as a the standard of dress that the SRC, in consultation with the community determines is acceptable for students to wear to school.

Authority

The SRC has the authority to impose limitations on students' dress in school. The SRC **may** require all district students to wear standard dress or uniforms. **Policies may apply to individual schools or to all schools.**[\[1\]](#)[\[2\]](#)

Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities, or other situations where special attire may be required to ensure the health or safety of the student.[\[2\]](#)

The SRC directs that uniform~~and~~ **or** dress standards and their implementation shall be developed cooperatively with parents/guardians, students, district administrators, and community stakeholders.

Delegation of Responsibility

All students **shall be** required to dress in the manner adopted by their school. Students and parents/guardians shall be notified of the school's uniform requirements before the start of each school year.[\[3\]](#)

The building principal or designee shall be responsible to monitor student dress and grooming, and to use reasonable discretion and judgment in enforcing SRC policy, administrative procedures and school rules governing student dress and grooming.

The Superintendent or designee shall develop administrative procedures to implement this policy. All administrative procedures and rules governing student **dress and grooming shall** impose only the minimum necessary restrictions on the exercise of the student's taste and individuality, **including permitting students to wear clothing based on their gender identification.**[\[2\]](#)

The Superintendent or designee shall be responsible to develop procedures for instances where district uniform requirements impose a financial hardship on students and parents/guardians. Such procedures shall properly safeguard the privacy of those students.

Staff members shall be instructed to demonstrate, by example, positive attitudes toward neatness, cleanliness, propriety, modesty, and good sense in attire and appearance.[4]

Mandated Regulatory Procedures

Nothing in this policy or in administrative procedures shall be construed to restrict or ban a student's wearing of religious garb. Parents/Guardians **with** religion-based concerns regarding a school's uniform policy are encouraged to discuss those concerns with the building principal.

Legal References:

1. 24 P.S. 1317.3

2. 22 PA Code 12.11

3. Pol. 218 - Student Conduct and Discipline

4. Pol. 325 - Dress and Grooming (Staff)

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Tobacco Use

ADOPTED: 8/24/2011

REVISED:

TOBACCO USE

Purpose

The School Reform Commission recognizes that tobacco presents a health and safety hazard that can have serious consequences for both users and nonusers and the safety and environment of the schools.

Definition

For purposes of this policy, **tobacco includes** a lighted or unlighted cigarette, cigar, pipe or other smoking product **or material** and smokeless tobacco in any form.[\[1\]](#)

Authority

The SRC prohibits possession, use **or sale** of tobacco by students at any time in a school building and on any property, buses, vans and vehicles that are owned, leased or controlled by the school district.[\[1\]](#)[\[2\]](#)[\[3\]](#)

The SRC prohibits possession, use **or sale** of tobacco by students at school-sponsored activities that are held off school property.

The SRC also prohibits the possession of paraphernalia associated with tobacco use such as rolling papers, matches, and lighters.

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.[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)

Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians and staff about the district's tobacco policy by publishing such policy in the student handbook, parent newsletters, posted notices, Code of Student Conduct, district web site and other efficient methods.

The Superintendent or designee shall develop administrative procedures to implement this policy.

Mandated Regulatory Procedures

All tobacco products and/or paraphernalia discovered in the possession of students shall be confiscated and not returned.[\[1\]](#)

The Superintendent or designee may report incidents of possession, use or sale of tobacco by students 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.[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use or sale of tobacco immediately, as soon as practicable. 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 attempts made to reach the parent/guardian.[\[9\]](#)[\[12\]](#)[\[14\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of possession, use or sale of tobacco by students to the Office for Safe Schools on the required form.[\[9\]](#)[\[11\]](#)

A student convicted of possessing or using tobacco in violation of this policy may be fined up to fifty dollars (\$50) plus court costs or admitted to alternative adjudication in lieu of imposition of a fine.[\[15\]](#)

Legal References:

1. [35 P.S. 1223.5](#)
2. [18 Pa. C.S.A. 6305](#)
3. [20 U.S.C. 7183](#)
4. [22 PA Code 10.23](#)
5. [20 U.S.C. 1400 et seq](#)
6. Pol. 103.1 - Nondiscrimination - Qualified Students With Disabilities/Protected Handicapped Students
7. Pol. 113.1 - Discipline of Students With Disabilities
8. Pol. 113.2 - Behavior Support
9. Pol. 805.1 - Relations With Law Enforcement Agencies
10. [24 P.S. 1302.1-A](#)
11. [24 P.S. 1303-A](#)
12. [22 PA Code 10.2](#)
13. [22 PA Code 10.22](#)
14. [22 PA Code 10.25](#)
15. [18 Pa. C.S.A. 6306.1](#)

Related Information:

- [24 P.S. 510](#)
- [22 PA Code 403.1](#)
- [20 U.S.C. 7114](#)
- [20 U.S.C. 7181 et seq](#)
- [34 CFR Part 300](#)
- [Philadelphia Home Rule Charter - 12-300](#)

THE SCHOOL DISTRICT
OF PHILADELPHIA

SECTION: 300 Employees

TITLE: Employee Code of Ethics

ADOPTED:

REVISED:

EMPLOYEE CODE OF ETHICS (NEW)

Purpose

The School Reform Commission finds that employee conduct is closely related to student learning and school environments. An effective educational program requires a safe and orderly school environment in which students and employees know and abide by reasonable standards of socially acceptable behavior and respect the rights, person and property of others.

Authority

The district shall establish fair, reasonable and nondiscriminatory rules and regulations regarding the ethical conduct of all employees in the school district during the time they are employed or at any time while on school property.

The SRC shall adopt an Employee Code of Ethics in order to inform employees what conduct is required and what is prohibited and the sanctions that may be applied.

Legal References:

Policy 317- Conduct/Disciplinary Procedures

Policy 317.1- Educator Misconduct

Policy 348- Unlawful Harassment

EMPLOYEE CODE OF ETHICS (Attachment for Policy No. 300)

The School District of Philadelphia has a paramount vision: “The School District of Philadelphia will deliver on the right of every child in Philadelphia to an excellent public school education and ensure all children graduate from high school ready to succeed.” To make this ambitious vision a reality, all District employees (collectively referred to as “we,” “us” or “employees” throughout this document) must pursue excellence in everything we do, with the understanding that our highest priority is educating and developing students. Further, because we are public servants entrusted with a critical mission, we must build and preserve public confidence by performing our roles with integrity and ethics.

Key Ethical Principles

The purpose of this Code of Ethics is to describe these high-level ethical principles that must govern us in performing our roles:

- 1. Conduct activities in full compliance with the law, this Code and District policies and procedures;*
- 2. Interact respectfully and fairly with all co-workers, students and families;*
- 3. Protect all confidential information;*
- 4. Be honest and forthright;*
- 5. Use District resources and positions only for District purposes;*
- 6. Maintain integrity of school time and property and avoid use of District resources for inappropriate political purposes*
- 7. Avoid even the appearance of improper influence or potential conflict of interest, paying special attention to the following:*
 - a. gifts and favors,*
 - b. employment of family members by the District,*
 - c. spending and contracting activities,*
 - d. paid work during District employment,*
 - e. paid work after leaving District employment and*
 - f. financial interest statements; and*
- 8. Report any suspected improper conduct.*

Application

The remainder of this Code provides more specific practical guidance to all employees of the School District and to the School Reform Commissioners (Policy 011, Section 2(b)). Some detailed standards and examples of “do’s and don’ts” are included for the sake of clarity. But this Code is not a rule book and cannot provide a complete listing of every possible situation related to the key principles or a clear answer to every question we might have about them.

We are expected to use good judgment to satisfy the spirit of this Code of Ethics. When facing decisions, we should take these steps to get the appropriate results:

- Think about the situation at hand and whether it raises possible ethical issues;
- Refer to this Code, any governing law and District policies and procedures for guidance;
- If needed, get additional guidance from a supervisor or the General Counsel's Office; and
- Make and carry out a decision that is consistent with the guidance and reflects integrity.

We are expected to sign an acknowledgement that we have received the Code of Ethics. Employees who do not sign the acknowledgement are still bound by the duty to comply with this Code, which is mandatory for all of us.

Enforcement

Alleged violations of this Code of Ethics are subject to investigation and employees are obligated to cooperate in investigations by providing relevant information and documentation upon request. Violations of the Code may result in administrative or disciplinary action up to and including dismissal, as well as referral to appropriate authorities for civil action and/or criminal prosecution. Nothing in this Code precludes application of legal rights or contractual rights under relevant collective bargaining agreements.

1. *CONDUCT ACTIVITIES IN FULL COMPLIANCE WITH THE LAW, THIS CODE AND DISTRICT POLICIES AND PROCEDURES*

We must perform our duties in a way that complies with all relevant federal, state and local laws and regulations, and also with all requirements set by the District through this Code and District policies and procedures (some of which provide detailed rules supporting high-level principles covered by this Code). We each need to be aware of the legal and District requirements that apply to the individual jobs we do. Some laws that relate directly to the District's educational and public service missions, and therefore apply to many of our activities, include the following:

- Pennsylvania Public School Code of 1949, as amended;
- Pennsylvania Public Official and Employee Ethics Act;
- Pennsylvania Code of Professional Practice and Conduct for Educators;
- Pennsylvania Professional Educator Discipline Act; and
- Family Educational and Privacy Rights Act.

Employees who are unsure whether certain legal or District requirements apply to them or to specific situations should ask for advice from a supervisor or the Office of General Counsel.

2. *INTERACT RESPECTFULLY AND FAIRLY WITH ALL CO-WORKERS, STUDENTS AND FAMILIES*

To create a collegial workplace for ourselves and a safe and engaging learning environment for our students, we must treat others with respect and dignity. In

practice, this means consistently acting, speaking and dressing professionally, and avoiding inappropriate behaviors or interactions with co-workers, students, parents and other family members.

In particular, we cannot engage in conduct or use language that could be reasonably interpreted as abusive, hostile, intimidating, coercive, discriminatory, harassing or exploitative. We cannot refer to anyone else’s race, color, ethnicity, national origin, religion, gender, sexual orientation, age or disability in a negative or joking way in any job-related situation.

Dating relationships or sexual contacts of any kind between employees and students or supervisors and those whom they supervise are strictly forbidden.

We must be fair and impartial in exercising our job-related authority. In practice, this means treating co-workers, students and families equitably, without improper bias or favoritism, and applying policies and procedures consistently. This includes making all employment-related decisions in compliance with applicable equal employment opportunity laws and regulations. This also includes being objective when taking official actions affecting students or families, such as assigning grades, making formal assessments, determining eligibility for programs, providing access to classes or selecting participants in extra-curricular activities.

3. PROTECT ALL CONFIDENTIAL INFORMATION

We must protect confidential, private or sensitive information or records that we receive in the course of our jobs, including information or records relating to students or their families or to District staff or operations. This duty continues after we stop working with the District.

We must not disclose confidential information or records to anyone inside or outside the District except as properly authorized or required to perform our responsibilities. All disclosures must comply with applicable laws, confidentiality agreements and District policies and procedures.

We also must not use confidential information or records to advance our own or others’ private interests, financial or otherwise. For example, we cannot give a friend some non-public information in order to help the friend ’s business succeed in a competitive bidding process for District business.

4. BE HONEST AND FORTHRIGHT

We must be honest in order to earn and keep the public’s trust. In practice, this means avoiding any form of fraud, falsification, misrepresentation or deception in the statements we make and the records we keep while doing our jobs. We must also be forthright and candid in providing complete, accurate and timely information to help others do their jobs.

We must not participate in or allow any form of academic cheating, including anything intended to distort grades or assessments or give students an unfair advantage on examinations or evaluations.

5. USE DISTRICT RESOURCES AND POSITIONS ONLY FOR DISTRICT PURPOSES

We are trusted stewards of limited public resources, so we must use the District's property and our positions only for proper District purposes. This includes spending District funds, including funds raised through allowable fund raising activities, and using District assets responsibly, in line with the District's priorities and policies. We must safeguard and account for all funds collected, including those generated through fund raising activities and all funds associated with Student Activity Funds.

We must not use or allow others to use District property (including facilities, equipment, technology, supplies and records such as mailing lists) for any unapproved or private purpose. We must comply with District policies and procedures on acceptable use of computing and internet resources.

The paid time and services of employees are assets of the District to be devoted to its business. We must not misuse District time by conducting non-District business during assigned work hours, or allowing other employees to do so. Non-District business includes attending to personal or family matters, performing or promoting services compensated by any person or entity other than the District, and campaigning or raising money for any political candidate or cause.

In addition, we must not use our positions to get a private benefit for ourselves or someone else that would not otherwise be publicly available. This includes not using our titles, badges or official letterhead, or even referring to our positions with the District, to influence matters unrelated to District business.

6. MAINTAIN THE INTEGRITY OF SCHOOL TIME AND PROPERTY WITH RESPECT TO POLITICAL USES

We must remember that School District property and school time may not be used for political purposes. We must protect school buildings from being used as campaign forums, including campaign visits by elected officials and candidates for public office, including the President and Vice President of the United States.

We know that visits by elected officials and candidates for elected office serve an important educational function in that they expose students to persons and views with which they should become familiar as informed and responsible citizens who either vote now or will vote some day. We must work to make sure such visits enhance the educational experience of our students and do not become political events. See School Reform Commission Policy 321.

7. AVOID ANY IMPROPER INFLUENCE OR POTENTIAL CONFLICT OF INTEREST

We must use independent judgment as we perform our duties for the District, handling all District matters objectively on their merits, without being affected by any improper influence or conflict of interest. A potential conflict of interest can arise whenever consideration of our own personal, family or financial interests could impact the actions we take or decisions we make while doing our jobs. Family interests include the interests of any of our “Immediate Family Members,” defined in this Code of Ethics to include a spouse, domestic partner, parent, sibling or child. Any relationship by marriage is treated the same as relationship by blood.

We must actively avoid situations that might give rise to possible conflicts between our professional responsibilities, on the one hand, and our private interests, on the other. This means that we cannot recommend, participate in or attempt to influence any District action or decision in which we have a personal, family or financial interest that is different from that of the general public. Employees are expected to inform their supervisor of potential conflict of interest as soon as it arises.

The subsections below provide high-level principles to address common situations that can create improper influence or conflicts of interest if not properly managed. Employees must also follow the detailed rules contained in the policies and procedures adopted by the District to govern these situations, including those adopted by the Office of Procurement Services for application to employees involved in procurement activities.

A. Gifts and favors

We must not ask for or accept any gift or favor from anyone else that is intended to influence or reward the way that we perform our responsibilities for the District, ~~or that could be reasonably interpreted to have that purpose.~~ For example, we cannot receive a gift, no matter how small, given in return for a decision affecting a student's grades or a vendor's selection for a contract. We also must not give gifts or favors to other employees in order to influence or reward the way that they perform their District duties. Gifts and favors include anything of value received without payment of fair consideration. Some examples of things of value are: money, discounts not generally available to the public, loans or debt forgiveness, items, services, meals, entertainment and travel expenses.

Generally speaking, we must not accept gifts or favors with a retail value of more than \$100 during a calendar year from any single source, such as a particular person, family or organization ~~if it could be reasonably interpreted to be intended to influence or reward the way that we perform our responsibilities for the District.~~ The value limit applies to individual gifts and also to the total value of multiple gifts from the same source. **Certain exceptions to these limitations apply as described in District policies and procedures.**

We must not permit any of our Immediate Family Members to accept or give on our behalf any gift or favor that we ourselves cannot accept or give under this Code.

B. Employment of family members by the District

We must not recommend or participate in any action or decision that directly or indirectly causes any of our Immediate Family Members to be hired or appointed as an employee or consultant of the District. We also must not recommend or participate in any personnel action that directly or indirectly affects an Immediate Family Member employed by the District. Examples of personnel actions include promotions, evaluations, discipline and discharge.

Immediate Family Members may work together at the same District facility or program, but may not work with each other in superior-subordinate situations. Therefore, the hiring, appointment or transfer of an employee which creates a direct or indirect supervisory relationship between Immediate Family Members is prohibited. If, despite this prohibition, a supervisory relationship comes into being between Immediate Family Members due to a promotion, then the situation must be disclosed immediately and the supervisory relationship must be discontinued within 30 days.

C. Spending and contracting activities

We must remove ourselves from any involvement in a decision to make an expenditure or contract valued at \$1,000 or more on behalf of the District, including Student Activity Funds, if the decision could benefit in a substantial way any of the following:

- Any for-profit or nonprofit entity in which we or our Immediate Family Members hold, have arranged or are negotiating a position as an employee, agent, officer, partner, director or trustee;**
- Any entity, other than a publicly traded corporation, in which we or our Immediate Family Members have a direct or indirect investment worth \$1,000 or more;**
- Any publicly traded corporation in which we or our Immediate Family Members hold a direct or indirect investment interest totaling one percent or more of the shares;**
- Any real property in which we or our Immediate Family Members have a direct or indirect interest worth \$1,000 or more; or**
- Any other source of income for us or our Immediate Family Members.**

We also must not participate in the administration or oversight of any transaction or contract that raises a financial conflict of interest as described above.

D. Paid work during District employment

We must not accept any outside earned income in any situation that could reflect poorly on our character or reputation, or could be inconsistent or conflict with performance of our duties as employees. For example, a teacher may not tutor students attending the school where s/he works. Specific restrictions apply as described in District policies and procedures.

E. Paid work after leaving District employment

We must not negotiate or discuss the possibility of future employment with any person or organization (other than a government agency) that might benefit in a substantial way from our official actions while employed by the District. To prevent an unfair competitive advantage to businesses hiring former employees, specific restrictions apply for a period of one year after we leave the District, as described in state and/or District policies and procedures.

F. Statements of Financial Interest

All employees at the level of Director or above must file an annual Statement of Financial Interest with the Office of Human Resources. The Executive Director of Human Resources may also require filing of a Statement of Financial Interest by other employees whose duties require the exercise of discretion.

8. REPORT ANY SUSPECTED IMPROPER CONDUCT

To maintain an ethical culture within the District, we are expected to report potentially unlawful or unethical conduct. This reporting obligation arises whenever employees have reason to believe in good faith (based on observations or other facts) that another person's conduct either:

- Conflicts with the law, this Code of Ethics or District policies or procedures;
- Raises a danger to public health or safety; or
- Poses a risk to the District's public reputation for competence and integrity.

We may fulfill our duty to report by promptly raising our concerns to any of the following:

- Any supervisor (who in turn must inform the ~~Human Resources Office~~ **Office of Talent** of the report before initiating any investigation);
- The ~~Human Resources Office~~ **Office of Talent**;
- The Inspector General's Office;
- The General Counsel's Office; or
- The telephone reporting line or electronic mailbox maintained by the Inspector General's Office. These options can be used to report anonymously, when reporters are not comfortable identifying themselves. The phone number is (215) 400-8477 and the email address is inspectorgeneral@philasd.org.

To create the right environment for reporting, we must not:

- Discourage anyone else from reporting suspected improper conduct;
- Threaten, harass, punish or retaliate in any way against someone who has made a good faith report of misconduct (or is believed to have done so); or
- Make any report of misconduct that is false, malicious or frivolous.

For any questions regarding the Code of Ethics, please ask your Building Supervisor/Principal or the Office of Talent at (215) 400-4601

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300 Employees

TITLE: Professional Development

ADOPTED: 8/27/1981

REVISED:

PROFESSIONAL DEVELOPMENT

Purpose

Continuing professional study and inservice training **for administrative, professional and support employees** are prerequisites for professional development, enhanced ability to complete responsibilities, and maintaining certification.

Authority

The School Reform Commission directs all district employees to further their professional and personal advancement through graduate study, inservice training, conference attendance, and professional development activities.[\[1\]](#)[\[2\]](#)[\[3\]](#)

Definitions

School system leaders are defined as principals, assistant principals, Assistant Superintendent, Superintendent and individuals who are converting an administrative certificate from a Level I certificate to a Level II certificate.[\[9\]](#)

Mandated Regulatory Procedures

Graduate/Special Courses

Only courses of study that are preapproved in writing shall be eligible for reimbursement by the district or a change in compensation for the employee. Documentary evidence of satisfactory completion of all study programs shall be required.

Reimbursement for credits for approved graduate study or special courses shall be made in accordance with terms of the administrative compensation plan, an individual contract or an applicable collective bargaining agreement.

Approved graduate study or special courses/programs may be of sufficient advantage to the district to warrant an increase in an employee's annual salary, upon documentation of satisfactory completion. Such an increase will be in accordance with provisions of an individual contract, applicable collective bargaining agreement, or SRC resolution.[\[4\]](#)[\[5\]](#)

Induction Plan

The district shall comply with Department of Education requirements when developing and maintaining an induction plan for first-year teachers, long-term substitutes hired for

a position for forty-five (45) days or more, educational specialists and teachers new to the district. The district shall develop and submit the induction plan to the Department of Education for approval every six (6) years, as required by law and regulations. Prior to approval by the SRC and submission to the Department of Education, the induction plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.[\[6\]](#)[\[7\]](#)[\[8\]](#)

Continuing Professional Education for School System Leaders

School system leaders shall complete an induction program which is consistent with the Pennsylvania School Leadership Standards within five (5) years of serving as a school system leader in Pennsylvania for the first time.[\[9\]](#)[\[10\]](#)

Professional Education Plan

The SRC shall appoint to the professional education committee parents/guardians and representatives of the community and local businesses. Representatives of administrators, teachers and educational specialists on the professional education committee shall be selected by their respective members.[\[2\]](#)[\[11\]](#)

The district shall develop and submit a professional education plan to the Secretary of Education for approval every three (3) years, as required by law and regulations. The professional education plan shall be designed to meet the educational needs of the district and its certificated administrative and professional employees; specify approved courses, programs, activities and learning experiences; and identify approved providers. Prior to approval by the SRC and submission to the Secretary of Education, the professional education plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.[\[2\]](#)[\[7\]](#)[\[8\]](#)[\[11\]](#)

The SRC shall ensure an annual review of the district's professional education plan is conducted by the professional education committee to determine if the plan continues to meet the needs of the district, employees, students and community. The professional education committee may recommend amendments to the plan, subject to approval by the SRC and the Department of Education.[\[2\]](#)

The SRC may approve, on a case-by-case basis, specific professional education activities not stated within the district's professional education plan.[\[3\]](#)

If the district pays all costs of credits or hours, the SRC may disapprove any course, program, activity or learning experience that is inconsistent with the goals of the professional education plan.[\[3\]](#)

Other Professional Development Activities

Meetings/Programs –

There shall be no loss of salary for absences **due to attendance** at official school district meetings.

Professional employees may, on the recommendation of the **building principal and approval of the Assistant Superintendent**, be excused without loss of salary to attend the sessions of an appropriate educational program provided not more than one (1) employee is excused from a school at one time and that the benefits accruing to this person shall be capitalized upon by the school group of which s/he is a member.

The **building principal** shall be responsible for the selection of appropriate employees whose attendance at the educational **program** will result in maximum value to the school. Such attendance may be approved only where the program has specific relation to problems which are under consideration by the school staff or by a group within the staff. If representation is in excess of that provided, the matter shall be decided by the Superintendent or designee.

Educational Conventions –

Approval to attend educational conventions may be granted either without loss of salary or with complete loss of salary, depending upon the nature of the convention and the relationship of the employee to it.

Professional employees should not make commitments to appear on programs without first obtaining assurance from the **Superintendent or designee** that a leave of absence for that purpose will be granted.

Observations –

The Superintendent may grant a leave of absence for the purpose of observation without loss of salary to teachers under the following conditions:

1. The approval of the **building principal** of the school involved and **Assistant Superintendent have been** obtained.

Observation in other **district** schools or in the employee's school **may be permitted** for two (2) days each school year.

Observation in schools outside **the district may be permitted** for two (2) days each school year. Such visits **shall be** restricted to schools where the opportunity to gain professional help exists to an acceptable degree. Requests should not be made for days immediately preceding or following a school holiday.

Observations in business and industrial concerns may be substituted for **observation in schools**.

If the observation is outside the **school district**, a written report of the observation shall be sent through the **building principal and Assistant Superintendent** within two (2) weeks following the visit.

Legal References:

1. 24 P.S. 517
2. 24 P.S. 1205.1

3. 24 P.S. 1205.2

4. 24 P.S. 1144

5. 24 P.S. 1151

6. 22 PA Code 49.16

7. 22 PA Code 4.13

8. Pol. 100 - Comprehensive Planning

9. 24 P.S. 1205.5

10. 24 P.S. 1217

11. 22 PA Code 49.17

Related Information:

24 P.S. 1205.6

Pol. 806 - Child Abuse

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300 Employees

TITLE: Restoration to Health
Sabbatical Leave

ADOPTED: 8/27/1981

REVISED:

RESTORATION TO HEALTH SABBATICAL LEAVE

Authority

This policy shall establish the district's parameters for granting sabbatical leaves for restoration of health to certificated administrative and professional employees.

The School Reform Commission shall grant restoration to health sabbatical leaves to eligible administrative and professional employees for the purpose of restoration of health and for other purposes at the discretion of the SRC.[\[1\]](#)

The SRC reserves the right to specify the conditions under which sabbatical leaves for restoration of health or other purposes may be taken, consistent with law.

Eligibility

To qualify for restoration to health sabbatical leave, an eligible employee shall have completed ten (10) years of satisfactory service in the public schools of the Commonwealth; at least five (5) consecutive years of such service shall be in this school district, unless the SRC allows a shorter time. Thereafter, such leaves are allowed at intervals of seven (7) years from the date of the termination of the previous leave.[\[1\]](#)

~~**Members of the Philadelphia Federation of Teachers shall have completed twenty (20) years of continuous service in accordance with the provisions of the collective bargaining agreement.**~~

A restoration to health sabbatical leave may be taken for a half or full school term or for two (2) half school terms during a period of two (2) years, at the employee's option.[\[1\]](#)

The total number of certificated administrative employees on restoration to health sabbatical leave at any one time shall not exceed ten percent (10%) of the number of eligible employees. The total number of certificated professional employees on sabbatical leave at any one time shall not exceed ten percent (10%) of the number of eligible employees.[\[2\]](#)

Application

Applications for restoration to health sabbatical leave shall be submitted on the approved district form and forwarded with medical documentation to Talent as soon as possible. The Superintendent or designee must sign the application for sabbatical leave.

The SRC or designee shall review each application for sabbatical leave and shall approve those meeting the requirements of SRC policy and applicable law.

Documentation

Applicants for restoration to health sabbatical leave shall submit with the application form supporting documentation from their attending physician, including appropriate specialists. Such documentation shall include all dates of treatment, type of treatment, and a current report.

At both the approximate midpoint of the leave and at least thirty (30) days prior to the conclusion of the leave, a physician's statement shall be submitted to the Superintendent or designee, indicating the extent to which the purpose of the leave has been achieved and evaluating the health status of the employee relative to his/her ability to return to employment.[\[3\]](#)

The SRC reserves the right to require at its own expense additional examinations and reports by physicians of its choice to determine whether the leave is being used for the purpose for which it was granted.[\[3\]](#)

Commitment of Employee

Acceptance of a restoration to health sabbatical leave incurs a commitment by the employee to return to active duty in this district immediately following the sabbatical leave for one (1) full school term. Unless prevented by illness or physical disability, employees who fail to return shall forfeit all benefits for the period of the leave, and retirement deductions shall be returned to the district. Illness or physical disability is subject to verification.[\[4\]](#)

The SRC reserves the right to require at its own expense additional examinations and reports by physicians of its choice to determine the employee's ability to return to work.

Commitment of Employer

Upon return from restoration to health sabbatical leave, the employee shall be reinstated in the same position held at the time of the granting of the leave.[\[4\]](#)

Time on restoration to health sabbatical leave shall be counted as time on the job for purposes of seniority and for retirement fund purposes, but for no other purpose.[\[5\]](#)

Compensation

During the period of restoration to health sabbatical leave, an employee shall be compensated at least one-half the salary to which s/he would have been entitled had the employee not taken leave.[\[6\]](#)

While on leave, the employee shall be entitled to insurance benefits provided other employees of a similar classification.

A sabbatical leave granted for restoration of health shall also serve as a leave of absence without pay from all other school activities.[\[1\]](#)

During the period of **restoration to health** sabbatical leave, employees may not engage in a remunerative occupation other than that which could have been performed while in active service and a statement that this requirement has been followed will be required at the conclusion of the leave. However, employees are permitted to accept fellowships or foundation grants without losing their entitlement to salary specified by law.

Legal References:

1. 24 P.S. 1166

2. 24 P.S. 1167

3. 24 P.S. 1171

4. 24 P.S. 1168

5. 24 P.S. 1170

6. 24 P.S. 1169

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300 Employees

TITLE: Compensated Professional
Leaves

ADOPTED: 8/27/1981

REVISED:

COMPENSATED PROFESSIONAL LEAVES

Purpose

This policy shall establish the district's parameters for granting professional development and classroom occupational exchange leaves for ~~certificated~~ **represented** administrative and professional employees.

Definitions

Professional Development Sabbatical Leave - shall be defined as a leave of absence granted for the purpose of improving professional competency or obtaining a professional certificate or commission. Such leave shall be directly related to an employee's professional responsibilities, as determined by the **School Reform Commission**, and be restricted to activities required by state regulation or law.

[\[1\]](#)

Classroom Occupational Exchange Leave - shall be defined as a leave of absence granted for the purpose of acquiring practical work experience in business, industry or government.[\[2\]](#)

Authority

The SRC shall have sole authority to adopt and enforce policy establishing the conditions for approval of a professional development sabbatical leave for eligible employees. All requests for such leave shall be subject to review by the SRC. The SRC may approve or reject a proposed plan for professional development sabbatical leave.[\[1\]](#)

The SRC may grant a leave to eligible employees for classroom occupational exchange leave for the specified purpose.[\[2\]](#)

Mandated Regulatory Procedures

The following mandatory regulatory procedures are prescribed by government laws and regulations. [\[1\]](#)[\[2\]](#) [\[3\]](#) [\[4\]](#)[\[5\]](#) [\[6\]](#) [\[7\]](#)[\[8\]](#)[\[9\]](#)

PROFESSIONAL DEVELOPMENT SABBATICAL LEAVE

Eligibility

To qualify for professional development sabbatical leave, an eligible employee shall have completed ten (10) years of satisfactory service in the public schools of the **Commonwealth**; at least five (5) consecutive years of such service **shall be in this** school district, unless the SRC

allows a shorter time. Thereafter, such leaves are allowed at intervals of seven (7) years from the date of the termination of the previous leave.[\[3\]](#)

~~Members of the Philadelphia Federation of Teachers shall have completed twenty (20) years of continuous service in accordance with provisions of the collective bargaining agreement.~~

A leave for professional development may be taken for a half or full school term or for two (2) half school terms during a period of two (2) years, at the employee's option.[\[3\]](#)

The total number of administrative employees on such leaves of absence shall not exceed ten percent (10%) of the number of eligible employees. The total number of professional employees on such leaves of absence shall not exceed ten percent (10%) of the number of eligible employees.[\[4\]](#)

Application

Professional development sabbatical leaves shall be granted only to employees participating in an academic program for the purpose of retaining a professional certificate or commission, further preparation and improvement in an area(s) of certification, additional certification, attaining other appropriate and identifiable educational positions within the school district, or as the SRC may require, and upon the recommendation of the Superintendent.[\[1\]](#)

Applications for **professional development leave** shall be submitted **on the district form** to **Talent** at least one (1) month prior to the close of the term previous to that for which the leave is requested. The **Superintendent or designee** must sign the application for **professional development sabbatical leave**.

Documentation

Applicants for **professional development sabbatical leave** shall submit **with the application form** a detailed plan describing the professional development activities to be undertaken **and a statement specifying the benefits of the leave to the employee and the school district. The plan shall provide sufficient information to permit the SRC to adequately evaluate the request.**[\[1\]](#)

The SRC may at any time require additional information from the employee in order to assist the SRC in determining whether the leave is being used for the purpose for which it was granted.[\[5\]](#)

The minimum requirements for leave for a half school term shall consist of any one or a combination of the following:[\[1\]](#)

1. Nine (9) graduate **credits**.
2. Twelve (12) undergraduate **credits**.
3. One hundred eighty (180) hours of professional development activities.

The minimum requirements for leave for a full school term shall consist of any one or a combination of the following:[\[1\]](#)

1. Eighteen (18) graduate credits.
2. Twenty-four (24) undergraduate credits.
3. Three hundred sixty (360) hours of professional development activities.

Commitment of Employee

Acceptance of professional development sabbatical leave incurs a commitment by the employee to return to active duty in this district immediately following the leave for one (1) full school term.[\[1\]](#)[\[6\]](#)

Upon completion of the leave, the employee must provide satisfactory evidence that the employee's approved plan for professional development was fully complied with during the leave of absence. Official transcripts, written verification of attendance at professional development activities **or other items may be required.**[\[1\]](#)[\[5\]](#)

If the employee fails to **provide satisfactory evidence of program compliance or return to the district as required,** unless prevented by illness or physical disability, the employee shall forfeit all benefits to which the employee would otherwise have been entitled under the conditions of the leave. Illness or physical disability is subject to verification.

Commitment of Employer

Upon return from **professional development sabbatical leave,** the employee **shall be reinstated in the same position held at the time of the granting of the leave.**[\[6\]](#)

Time on professional development sabbatical leave shall be counted as time on the job for purposes of seniority and for retirement fund purposes, but for no other purpose.[\[7\]](#)[\[8\]](#)

Compensation

During the period of professional development sabbatical leave, an employee **shall be compensated at least one-half the salary to which s/he would have been entitled had the employee not taken leave.**[\[9\]](#)

While on leave, the employee shall be entitled to insurance benefits **provided other employees of a similar classification.**

A leave of absence granted for professional development shall also serve as a leave of absence without pay from all other school activities.[\[3\]](#)

During the period of **professional development sabbatical** leave, employees may not engage in a remunerative occupation other than that which could have been performed while in active service and a statement that this requirement has been followed will be required at the conclusion of the leave. However, employees are permitted to accept fellowships or foundation grants without losing their entitlement to salary specified by law.

CLASSROOM OCCUPATIONAL EXCHANGE LEAVE

Application

Requests for classroom occupational exchange leave shall be submitted on the approved district form and forwarded with appropriate documentation to the Superintendent.

Documentation

Applicants for classroom occupational exchange leave shall submit with the application form a statement from the employer agreeing to the terms and conditions of the leave, as specified in SRC policy.

Upon return from such leave, the employee shall submit to the SRC a final report detailing the work experience and its benefits.[\[1\]](#)[\[2\]](#)[\[5\]](#)

Commitment of Employee

Acceptance of classroom occupational exchange leave incurs a commitment by the employee to return to active duty in this district immediately following the leave for one (1) full school term, unless prevented by illness or physical disability.[\[6\]](#)

Commitment of Employer

At the expiration of the classroom occupational exchange leave, the employee shall be reinstated in the same position held at the time of the granting of the leave.[\[6\]](#)

Time on classroom occupational exchange leave shall be counted as time on the job for purposes of seniority and for retirement fund purposes, but for no other purpose.[\[2\]](#)

Compensation

The business, industry or government to whom the employee is assigned during the leave shall fully compensate the school district for all salary, wages, pension and retirement contributions, and other benefits as if the employee were in full-time active service.[\[2\]](#)

Legal References:

1. 24 P.S. 1166.1
2. 24 P.S. 522.2
3. 24 P.S. 1166
4. 24 P.S. 1167
5. 24 P.S. 1171
6. 24 P.S. 1168
7. 24 P.S. 522.1
8. 24 P.S. 1170
9. 24 P.S. 1169

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300 Employees

TITLE: Alcohol, Drug, and
Substance Abuse

ADOPTED: 2/5/1990

REVISED:

ALCOHOL, DRUG, AND SUBSTANCE ABUSE

Purpose

The School Reform Commission recognizes that the misuse of **alcohol**, drugs and abuse of controlled substances by administrative, professional and support employees is a serious problem with legal, physical and social implications for the whole school community and is concerned about the problems that may be caused by **alcohol use**, drug use and substance abuse by district employees, especially as the use relates to an employee's safety, efficiency and productivity.

The primary purpose and justification for any district action will be for the protection of the health, safety and welfare of students, staff and school property.

All district **property**, whether owned, leased or temporarily under **the district's** control for any program or activity, is declared to be a drug-free **and alcohol-free** workplace.

Definitions

Drugs - shall be defined as those outlined in the Controlled Substance, Drug, Device and Cosmetic Act.[\[1\]](#)

Conviction - a finding of guilt, including a plea of nolo contendere, an imposition of sentence, or both by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.[\[2\]](#)

Criminal Drug Statute - a federal or state criminal statute involving the manufacture, distribution, dispensation, use or possession of a controlled substance.[\[2\]](#)

Drug-free Workplace - the site for the performance of work at which employees are prohibited from engaging in the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance.[\[2\]](#)

Authority

The SRC requires that each administrative, professional and support employee be given **notification that**, as a condition of employment, the employee will abide by the terms of this policy and notify **the district** of any criminal drug **statute** conviction **for a violation occurring** in the workplace **immediately, but no later than seventy-two (72) hours, after such conviction.**[\[3\]](#)[\[4\]](#)

Any employee convicted of delivery of a controlled substance or convicted of possession of a controlled substance with the intent to deliver shall be terminated from his/her employment with the district.[\[5\]\[1\]](#)

Delegation of Responsibility

A statement notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the employee's workplace shall be provided by the Superintendent or designee and shall specify the actions that will be taken against the employee for violation of this policy, up to and including termination and referral for prosecution.[\[4\]\[6\]](#)

The School District of Philadelphia prohibits the possession, manufacture, sale, dispensing and use of drug, alcohol and/or any controlled substance and prohibits any of its employees' being under the influence of alcohol or a controlled substance on any of its premises or in any of its programs or activities. An employee found to violate this rule shall be subject to discipline up to and including discharge.

All employees shall be subject to reasonable suspicion drug and alcohol testing. The determination that reasonable suspicions exists to require an employee to undergo drug or alcohol testing must be based on specific, contemporaneous, articulable observations concerning the appearance, behavior, speech or other sensory evidence of alcohol or drug use on the employee. Observations that include indications of the chronic and withdrawal effects of controlled substances shall support a determination of reasonable suspicion.

The observations for reasonable suspicion testing shall be made by administration and reviewed by the District's physician. An employee subject to testing will be transported to Employee Health Services at the Education Center and will be given the reasons for the request for the test in writing. An employee who refuses to submit to the test or has a positive drug or alcohol test result shall be subject to discipline up to and including discharge.

The district encourages employees experiencing difficulty with controlled substance abuse to seek assistance in their efforts to control such problems and to achieve rehabilitation. The employee shall be responsible for initiating efforts to seek assistance before the stage at which his/her work performance is impaired and leads to disciplinary action.

Within ten (10) days after receiving notice of criminal drug statute conviction of a district employee, the district shall notify any federal agency or department that is the grantor of funds to the district.[\[4\]](#)

The district shall take appropriate personnel action within thirty (30) days of receiving notice against any convicted employee, up to and including termination, or require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement, or other appropriate agency.[\[4\]\[6\]](#)

In establishing an **alcohol-free and drug-free awareness program, the Superintendent or designee shall inform employees in an annual written statement about:**[\[4\]](#)

1. Dangers of **alcohol and** drug abuse in the workplace.
2. SRC's policy of maintaining an **alcohol-free and** drug-free workplace.
3. Availability of **alcohol and** drug counseling, drug rehabilitation, and employee assistance programs.
4. Penalties that may be imposed for **alcohol and** drug abuse violations occurring in the workplace.
5. The district shall make a good faith effort to continue to maintain an **alcohol-free and** drug-free workplace through implementation of this policy.[\[4\]](#)

Mandated Regulatory Procedures

The Superintendent or designee shall immediately report incidents involving the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act by any employee while 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.[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of possession, use or sale of controlled substances or drug paraphernalia to the Office for Safe Schools on the required form.[\[8\]](#)[\[12\]](#)

Legal References:

1. [35 P.S. 780-101 et seq](#)
2. [41 U.S.C. 8101](#)
3. [24 P.S. 111](#)
4. [41 U.S.C. 8103](#)
5. [24 P.S. 527](#)
6. [41 U.S.C. 8104](#)
7. [24 P.S. 1302.1-A](#)
8. [24 P.S. 1303-A](#)
9. [22 PA Code 10.2](#)
10. [22 PA Code 10.21](#)
11. [35 P.S. 780-102](#)
12. Pol. 805.1 - Relations With Law Enforcement Agencies

Related Information:

- [41 U.S.C. 8101 et seq](#)
- Pol. 317 - Conduct/Disciplinary Procedures

RESOLVED, that the School Reform Commission hereby ratifies the appointment of the following persons to the positions, on the effective dates through July 31, 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

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>MIDDLE NAME</u>	<u>TITLE DESCRIPTION</u>	<u>EFFECTIVE DATE</u>	<u>SALARY</u>	<u>BASIS</u>
ADAMS	JEWELL	CORDELIA	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
ALEXIS	DERRICK	RICKY	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
ALVARADO	FRANCESCA		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
BACON	ANEESHA	LATRICE	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
BAFFOUR	PERPETUAL	KWAKYEWAA	DATA ANALYST	6/26/2017	\$50,000.00	ANNUAL SALARY
BANKS	JOHN	HENRY	SCHOOL POLICE OFFICER	7/17/2017	\$28,378.00	ANNUAL SALARY
BESSON	JOEREL		VAN CHAUFFEUR, PART TIME PROB	6/19/2017	\$15,721.00	ANNUAL SALARY
BIRD	SHAWN	DAVID	CHIEF SCHOOLS OFFICER	6/30/2017	\$178,500.00	ANNUAL SALARY
BLENDER	ANDREW	ERIC	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
BLUNT	TIFFANI		PRINCIPAL	7/1/2017	\$103,544.00	ANNUAL SALARY
BOGAN	KATHERINE	LOUISE	EXT ACTVTS, NON-CONTRACT EMP-HR	7/3/2017	\$12.00	HOURLY RATE
BOYCE	SHANNON	A	TEACHER-EXTRA CURR/STAFF DEVEL	7/1/2017	\$39.87	HOURLY RATE
BRAUN	CAROLINE	FRANCES	PROFESSIONAL LRNING SPECIALIST	7/10/2017	\$76,500.00	ANNUAL SALARY
BRENNAN	LAMAR	TERENCE	CUST SUPP/EXTERNAL LIAISON	7/31/2017	\$36,500.00	ANNUAL SALARY
BRETT	MAUREEN		TEACHER-EXTRA CURR/STAFF DEVEL	7/1/2017	\$39.87	HOURLY RATE
BROWN	CALIA	L	BUS ATTENDANT	6/19/2017	\$10,965.00	ANNUAL SALARY
BROWN	DANIELLE	N	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
BROWN	AMANDA	JEANNE	PROJECT MANAGER, CAPITAL PROJS	7/31/2017	\$77,062.00	ANNUAL SALARY
BROWN	RONALD	DARRELL	SCHOOL POLICE OFFICER	7/17/2017	\$28,378.00	ANNUAL SALARY
BUSSEY	CHIYNA		EXT ACTVTS, NON-CONTRACT EMP-HR	7/5/2017	\$12.00	HOURLY RATE
BYRNE-FOLAN	MARINA	ROSE	TALENT PARTNER	7/10/2017	\$65,000.00	ANNUAL SALARY
BYRNES	JEANETTE		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
CARRATURO	FRANK		CLASSROOM ASST, SP ED, SV HND	6/12/2017	\$19,344.00	ANNUAL SALARY

CASEDY	TAYLOR		TEACHER-EXTRA CURR/STAFF DEVEL	7/1/2017	\$39.87	HOURLY RATE
CATIN-ST LOUIS	NATALIE	M.	PRINCIPAL	7/1/2017	\$133,015.00	ANNUAL SALARY
CHAMBERS	KISHON	ALLEN	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
CHANDLER	NIKIA		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
CHAPMAN	BRITTANY	Q	BUS ATTENDANT	7/11/2017	\$10,965.00	ANNUAL SALARY
CHARLES	CLAIRE	A	ASST PRINCIPAL	7/1/2017	\$88,572.00	ANNUAL SALARY
CHERIYAN	SIMI		CONFIDENTIAL SECY B	7/10/2017	\$40,500.00	ANNUAL SALARY
CLARK	LATASHA	SEIDA	TALENT SPECIALIST	7/6/2017	\$48,000.00	ANNUAL SALARY
CLEVELAND	RAYMOND	M	DATA ANALYST	6/5/2017	\$51,000.00	ANNUAL SALARY
COLEGROVE	KIMBERLY		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$18.00	HOURLY RATE
COLLINS	STANLEY	J	EXT ACTVTS, NON-CONTRACT EMP-HR	6/1/2017	\$15.00	HOURLY RATE
COLLINS	RASHEEDAH		TALENT PARTNER	6/27/2017	\$67,000.00	ANNUAL SALARY
COLON- MEDINA	DAMYLISH		GENERAL CLEANER, SUPPLEMENTAL	6/28/2017	\$9.56	HOURLY RATE
COLVIN	AYRIS		PRINCIPAL	7/1/2017	\$103,544.00	ANNUAL SALARY
CONLEY	GAYLEN	A	DIR, SCHOOL POLICE OPERS	7/31/2017	\$90,000.00	ANNUAL SALARY
CONNOLLY	KAY	L	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
COYLE	ANDREW		EXT ACTVTS, NON-CONTRACT EMP-HR	7/10/2017	\$12.00	HOURLY RATE
CRAWFORD	LISA		GENERAL CLEANER, SUPPLEMENTAL	6/21/2017	\$9.56	HOURLY RATE
CROSBY	MARKYSHA	D	BUS ATTENDANT	6/5/2017	\$10,965.00	ANNUAL SALARY
CROUSE	KEVIN		SENIOR ASSOCIATE	7/17/2017	\$77,000.00	ANNUAL SALARY
CRUZ	SAVANNAH	C	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
CULPEPPER	RALPH		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$15.00	HOURLY RATE
DAVENPORT	RAVEN		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
DAVIDHEISER	LAUREN		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$18.00	HOURLY RATE
DELANEY	KERRI	PATRICIA	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
DONAHUE	MICHAEL	PATRICK	PRG, CD, MULTIPLE OFFICES	7/24/2017	\$54,000.00	ANNUAL SALARY
DRUMM	JENNIFER	MARIE	TEACHER-EXTRA CURR/STAFF DEVEL	7/1/2017	\$39.87	HOURLY RATE
DUCON	LEROY	A	VAN CHAUFFEUR, PART TIME PROB	6/26/2017	\$12,576.80	ANNUAL SALARY
DURANT	WESLEY	EUGENE	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
DURU	PATRICIA	A	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE

EASLEY	GISELE	K	GENERAL CLEANER, 8 HOURS	5/30/2017	\$19,828.00	ANNUAL SALARY
EDWARDS	MICHAEL	D	BUS ATTENDANT	7/18/2017	\$10,965.00	ANNUAL SALARY
EDWARDS	SIMONE		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$15.00	HOURLY RATE
ELIE	GERARDINE	LANDY	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
ELLISON	LATEEFAH		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$50.00	HOURLY RATE
ESCOBIO	EDWARD		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
ESPINOSA	KELLY		PRINCIPAL	7/1/2017	\$109,095.00	ANNUAL SALARY
EVANS	KELLEY		GENERAL CLEANER, SUPPLEMENTAL	7/17/2017	\$9.56	HOURLY RATE
EVERETT	DARRIEN	LAMONT	SCHOOL POLICE OFFICER	7/17/2017	\$28,378.00	ANNUAL SALARY
EXUM	TYEESHA	N	BUS ATTENDANT, ONE TO ONE	6/5/2017	\$10,965.00	ANNUAL SALARY
FARLEY-ELLISON	SUSAN	LEE	DIR, SPECIAL ED SERVICES	6/12/2017	\$95,500.00	ANNUAL SALARY
FELDER	NASHIRAH	S	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
FIELDS	AMANI	SAIDA	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
FONG	KENNETH		EXT ACTVTS, NON-CONTRACT EMP-HR	7/10/2017	\$12.00	HOURLY RATE
FOY	JEANINE		STUDENT CLIMATE STAFF, 5 HOURS	5/30/2017	\$11,109.00	ANNUAL SALARY
GAA	EMILY	JOY	EXT ACTVTS, NON-CONTRACT EMP-HR	6/12/2017	\$12.00	HOURLY RATE
GANTT	VEDA	MARIE	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$10.00	HOURLY RATE
GARRIGA	JOSHUA	ANTONIO	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
GARSTAR	STEPHEN	R	VAN CHAUFFEUR, PART TIME PROB	6/19/2017	\$15,721.00	ANNUAL SALARY
GETZ	ALYSSA	J	TEACHER-EXTRA CURR/STAFF DEVEL	7/1/2017	\$39.87	HOURLY RATE
GIBBS	MICHAEL		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$50.00	HOURLY RATE
GONZALEZ	LISETTE		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$50.00	HOURLY RATE
GRAHAM	TINA	MARIE	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$15.00	HOURLY RATE
GRAHAM	CARL	ALVIN	SCHOOL POLICE OFFICER	7/17/2017	\$28,378.00	ANNUAL SALARY
GUY	BRIANA	ERICA	RECRUITMENT & SELECTION SPCLST	7/17/2017	\$51,000.00	ANNUAL SALARY
HACK	ARNOLD		GENERAL CLEANER, SUPPLEMENTAL	6/21/2017	\$9.56	HOURLY RATE
HANSER	TIMOTHY	JAMES	FINANCIAL & OPERS MANAGER, CHA	7/10/2017	\$72,500.00	ANNUAL SALARY
HARRELL	AJA	M	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
HARRIS	DANIA	P	BUS ATTENDANT	6/5/2017	\$10,965.00	ANNUAL SALARY
HARRIS	REBECCA	NICOLE	SCHOOL POLICE OFFICER	7/17/2017	\$28,378.00	ANNUAL SALARY

HARVEY	JOYCE	M	EXECUTIVE ASSISTANT	6/26/2017	\$53,000.00	ANNUAL SALARY
HAWES	CHIQUITTA	C	BUS ATTENDANT, ONE TO ONE	6/22/2017	\$14,798.00	ANNUAL SALARY
HAYNES	SYREETA	M	VAN CHAUFFEUR, PART TIME PROB	6/19/2017	\$12,576.80	ANNUAL SALARY
HICKS	MOLLY		TEACHER-EXTRA CURR/STAFF DEVEL	6/19/2017	\$39.87	HOURLY RATE
HIGGINS	MARISSA	IANNARELLI	TEACHER-EXTRA CURR/STAFF DEVEL	6/16/2017	\$39.87	HOURLY RATE
HOFFMAN	JOHN		TEACHER-EXTRA CURR/STAFF DEVEL	7/1/2017	\$39.87	HOURLY RATE
HOLT	RICHARD		CUSTODIAL ASSISTANT	7/5/2017	\$38,134.00	ANNUAL SALARY
HOLZMAN	ELEANOR	J	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
HOOD	KEVIN	ANTHONY	SCHOOL POLICE OFFICER	7/17/2017	\$28,378.00	ANNUAL SALARY
HORNBAKER	DENAE		TEACHER-EXTRA CURR/STAFF DEVEL	7/1/2017	\$39.87	HOURLY RATE
HOXHAJ	ALISA		GENERAL CLEANER, SUPPLEMENTAL	7/5/2017	\$9.56	HOURLY RATE
JACKSON	TYLER	ARMOND	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
JACKSON	MECCA	K	PRINCIPAL	7/1/2017	\$119,153.00	ANNUAL SALARY
JACKSON	KYREE	JERMAIN	SCHOOL POLICE OFFICER	7/17/2017	\$28,378.00	ANNUAL SALARY
JEANTY	SHARLENE		TALENT PARTNER	7/10/2017	\$68,500.00	ANNUAL SALARY
JERNIGAN	JENNIFER		TEACHER-EXTRA CURR/STAFF DEVEL	6/1/2017	\$39.87	HOURLY RATE
JOHNSON	SHARRONDA	MONIQUE	TALENT SPECIALIST	6/19/2017	\$63,000.00	ANNUAL SALARY
JONES	CYNTHIA	J	CLIMATE SUPPORT SPECIALIST	6/15/2017	\$20,598.00	ANNUAL SALARY
JONES	ANGELIC	YVONNE	DEPUTY, AUDITING SERV	7/10/2017	\$85,500.00	ANNUAL SALARY
JONES	BARBARA		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$10.00	HOURLY RATE
KACMARCIK	PAUL	R	FIRE ALARM MAINTENANCE TECH-5D	6/12/2017	\$60,329.00	ANNUAL SALARY
KELEHER	PETER	DONALD	BENEFITS TRAINEE	6/26/2017	\$47,000.00	ANNUAL SALARY
KENNEDY	DIAMONIQUE	ROMAN	SCHOOL POLICE OFFICER	7/17/2017	\$28,378.00	ANNUAL SALARY
KENT	JOYCE	E	FOOD SVCS ASSISTANT	5/30/2017	\$14,441.37	ANNUAL SALARY
KERR	ALLISON	C	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$18.00	HOURLY RATE
KUPER	STEPHANIE	L	INVESTIGATIVE ANALYST	6/19/2017	\$45,000.00	ANNUAL SALARY
KWON	OU SUK		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
LATIMORE	NAZARETH		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
LEWIS	DELISHA	N	BUS ATTENDANT	6/19/2017	\$10,965.00	ANNUAL SALARY
LOWRY	NICHOLAS	MARK	OPERATIONS TRAINEE	6/12/2017	\$42,000.00	ANNUAL SALARY

LUGO-ROMAN	BIANCA	NELLIE	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
MACE	COURTNEY	SIMONE	EXT ACTVTS, NON-CONTRACT EMP-HR	7/3/2017	\$10.00	HOURLY RATE
MAGNELIA	SARAH	M	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$18.00	HOURLY RATE
MALACHI	APRIL	N	ONE TO ONE ASST, SPECIAL ED	5/31/2017	\$19,344.00	ANNUAL SALARY
MAMMAN	HADIZA		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
MANZI	SERENA	M	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
MARX	KATELYN	A	TEACHER-EXTRA CURR/STAFF DEVEL	7/1/2017	\$39.87	HOURLY RATE
MASON	SHALONDA	INDIA	TALENT SPECIALIST	6/19/2017	\$45,500.00	ANNUAL SALARY
MATOS	ILIANA		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$15.00	HOURLY RATE
MCCABE	LAUREN	E	MATERIALS MANAGER, FM&S	7/10/2017	\$60,500.00	ANNUAL SALARY
MCCANN	CASEY		TEACHER-EXTRA CURR/STAFF DEVEL	7/1/2017	\$39.87	HOURLY RATE
MCCLENDON	GWENDOLYN	R	BUS ATTENDANT	6/5/2017	\$10,965.00	ANNUAL SALARY
MCDONOUGH	MARY ANN		TEACHER-EXTRA CURR/STAFF DEVEL	7/1/2017	\$39.87	HOURLY RATE
MCLEOD	TWAIN	D	SPECIAL PROJECTS TRAINEE	6/12/2017	\$40,943.00	ANNUAL SALARY
MEYERS	CHRISTINA	H	BUS ATTENDANT	6/12/2017	\$10,965.00	ANNUAL SALARY
MICKENS	KENAE		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
MILLER	ERVIN	ATMORE	TALENT PARTNER	7/10/2017	\$67,000.00	ANNUAL SALARY
MILLS	JAZZMYN	CASSOLEEN	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
MONTAS	JUAN	ZACARIAS	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$10.00	HOURLY RATE
MONTGOMERY	NATALIE	JO	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
MULHOLLAND	MELISSA	LAUREN	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$11.00	HOURLY RATE
NAVEIRO	JORGE	L	PAINTER/GLAZER/PLASTERER B 5DY	7/10/2017	\$41,309.00	ANNUAL SALARY
NEELY	JEREMIAH	D	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
NGUYEN	LAURA		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
NICHOLSON	ROCHELLE	DENISE	SCHOOL POLICE OFFICER	7/17/2017	\$28,378.00	ANNUAL SALARY
NOCITO	LAUREN	KRISTINE	DIRECTOR, NUTRITION EDUCATION	7/10/2017	\$91,500.00	ANNUAL SALARY
PARKS-GREEN	ROSA	LEE	COORD, SERVICES	6/26/2017	\$66,500.00	ANNUAL SALARY
PUGLIESE	KRISTEN	NICOLE	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
REX	JAMILAH	Y	SCHOOL POLICE OFFICER	7/17/2017	\$28,378.00	ANNUAL SALARY
REYNOLDS	JADRIEN		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$10.50	HOURLY RATE

RICE	SHEQUIA	S	FOOD SVCS ASSISTANT	5/30/2017	\$8,887.00	ANNUAL SALARY
RICHMOND	GEORGE	RUBEN	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$16.00	HOURLY RATE
RIVERA	TORDEAN	M	GEN'L CONSTRUCTION MECH B 5DY	6/26/2017	\$41,309.00	ANNUAL SALARY
ROANE	CRYSTAL		EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$10.00	HOURLY RATE
ROBINSON	JALIL		EXT ACTVTS, NON-CONTRACT EMP-HR	7/10/2017	\$12.00	HOURLY RATE
RUSSELL	ANDREW	TERRELL	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
SANTIAGE	JOSE'	ANIBAL	SCHOOL POLICE OFFICER	7/17/2017	\$28,378.00	ANNUAL SALARY
SECUNDO	ANDREW	R	EXT ACTVTS, NON-CONTRACT EMP-HR	6/12/2017	\$15.00	HOURLY RATE
SERWINSKI	JOHN	B	ROOFER B	7/17/2017	\$41,309.00	ANNUAL SALARY
SHORE	ALLISON	LEIGH	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$18.00	HOURLY RATE
SIMMONS	JACOB	BLAIR	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$11.00	HOURLY RATE
SMITH	DONTAY	ALVERES	GENERAL CLEANER, 8 HOURS	6/19/2017	\$19,828.00	ANNUAL SALARY
SMITHWICK	TERRELL	E	BUS ATTENDANT	6/12/2017	\$10,965.00	ANNUAL SALARY
SOLOMON	DAVID	C	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
SOLOMON	KESHIA	A	GENERAL CLEANER, SUPPLEMENTAL	6/28/2017	\$9.56	HOURLY RATE
SORENSEN	COLIN	A	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$15.00	HOURLY RATE
STURNER	LAUREN	MARIE	CURR SPECIALIST	7/17/2017	\$94,705.00	ANNUAL SALARY
SUPPLEE	JENNIFER	ANNE	TALENT PARTNER	7/10/2017	\$67,000.00	ANNUAL SALARY
SURRATT	ANDREA		PRINCIPAL	7/1/2017	\$133,015.00	ANNUAL SALARY
SUTHERLAND	DANIELLE	GAIL	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$15.00	HOURLY RATE
TARTAGLIA	ELAINE	CARMELA	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
TAYLOR	BIKO		EX DIR, PROCUREMENT SERVICES	7/6/2017	\$105,000.00	ANNUAL SALARY
THOMAS	JASMINE		GENERAL CLEANER, SUPPLEMENTAL	6/21/2017	\$9.56	HOURLY RATE
TOLEDO	AMY	I	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
TRENCH	CAROL	A	PRINCIPAL	7/1/2017	\$103,544.00	ANNUAL SALARY
VORN	TYHIRA	NICOLE	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
WEISS	ARI	ABRAHAM	EXT ACTVTS, NON-CONTRACT EMP-HR	7/5/2017	\$12.00	HOURLY RATE
WENGER	NICOLE	M	TEACHER-EXTRA CURR/STAFF DEVEL	7/1/2017	\$39.87	HOURLY RATE
WILKINSON	EMILY	J	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
WILLIAMS	KYRA	OLIVIA	EXT ACTVTS, NON-CONTRACT EMP-HR	7/10/2017	\$12.00	HOURLY RATE

WILLIAMS	KAITLIN	MARIE	TEACHER-EXTRA CURR/STAFF DEVEL	5/9/2017	\$39.87	HOURLY RATE
WILLIFORD	CIARA	CHANTELLE	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
WILSON	NATALIE	MARY	BROAD RESIDENT	7/6/2017	\$90,000.00	ANNUAL SALARY
WRIGHT	LAKEEYSHA		ONE TO ONE ASST, SPECIAL ED	5/31/2017	\$19,344.00	ANNUAL SALARY
YANCY	AMBER	CHRISTINA	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE
YARBRAY	SHEREE		SCHOOL POLICE OFFICER	7/17/2017	\$28,378.00	ANNUAL SALARY
ZAHRA	SYEDA	A	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017	\$12.00	HOURLY RATE

THE FOLLOWING EMPLOYEES HAVE BEEN TERMINATED

ABRUZZO	JACLYN		TEACHER, SPEC EDUCATION	7/1/2017
ALKON	JULIAN		TEACHER, FULL TIME	7/1/2017
AMABILE	TAYLOR	ANNE	TEACHER, FULL TIME	7/1/2017
ANDERSON	OLIVE		TEACHER, SPEC EDUCATION	7/1/2017
BARDAKAS	APHRODITE	A	TEACHER, FULL TIME	7/1/2017
BASHORE	JILLIAN		TEACHER, SPEC EDUCATION	7/21/2017
BAZOW	DAVID	E	TEACHER, FULL TIME	7/1/2017
BEYERLE	MATTHEW	RICHARD	TEACHER, FULL TIME	7/8/2017
BOCCHINFUSO	TAHNIE	L	TEACHER, FULL TIME	7/1/2017
BRIGGS	STEPHANIE	B	ONE TO ONE ASST, SPECIAL ED	6/19/2017
BROWN	DARNETTA	L	TEACHER, FULL TIME	7/1/2017
BUETTLER	JOHN	J	GENERAL CLEANER, 8 HOURS	6/20/2017
BUTLER	DAMEIN	T	BUS CHAUFFEUR PART TIME PROB	5/15/2017
CAPERS	JAMES	LOUIS	EXT ACTVTS, NON-CONTRACT EMP-HR	7/1/2017
CAROLINA	JALEESA	M	STUDENT CLIMATE STAFF, 5 HOURS	6/20/2017
CENTANNI	JADE	ASHLEY	TEACHER, SPEC EDUCATION	7/8/2017
COHEN	NICOLE	LEE	TEACHER, FULL TIME	7/8/2017
COHEN	WADE	N	TEACHER, FULL TIME	7/1/2017
COOK	ANTHONY	J	FOOD SVCS UTILITY WORKER	6/16/2017
COX	KAITLYN	ELIZABETH	TEACHER, FULL TIME	7/1/2017
CRUTCHFIELD	CHARLETTE	TINA	SCHOOL POLICE OFFICER	6/27/2017

DANIEL	BENNY		TEACHER, FULL TIME	7/1/2017
DAVIS	KIMBERLY		SECRETARY I	7/1/2017
DOWNS	BIANCA		SUPPORTIVE SERVICES ASST, 4 HR	6/27/2017
ELLOW	MEGAN	JANE	MULTI TIER SYTM SU SP SCH CL	6/14/2017
EVANS	SAMUEL	CLIFFORD	SCHOOL CLIMATE MANAGER	7/27/2017
FIORAVANTI	JOSEPH		TEACHER, FULL TIME	7/1/2017
FISHMAN	RACHEL		TEACHER, FULL TIME	7/1/2017
FORTNUM	MARK	DANIEL	TEACHER, FULL TIME	7/1/2017
FURDELLA	KATHLEEN		PERSONNEL ASSISTANT II, FT	6/7/2017
GUCKIN	DANA		TEACHER, FULL TIME	7/1/2017
HILL	NATALIE	S	FOOD SVCS WORKER SENIOR	6/8/2017
HOFFMAN	SUSANNA		TEACHER, FULL TIME	7/1/2017
HUNTER	SHEENA	C	ONE TO ONE ASST, SPECIAL ED	6/3/2017
JACKSON	NIASHA	S	BUS ATTENDANT	6/19/2017
JOHNS	RASHEEDA	D	STUDENT CLIMATE STAFF, 4 HOURS	6/30/2017
JORDAN	PAUL		TEACHER, SPEC EDUCATION	7/1/2017
KANE	ERICA	M	ONE TO ONE ASST, SPECIAL ED	6/4/2017
LEWIS-COOPER	EQUILLA	L	CLASSROOM ASST, SP ED, SV HND	6/27/2017
LIPIN	DONNA		TEACHER, FULL TIME	7/1/2017
MCBARRON	JOSEPH	J	TEACHER, SPEC EDUCATION	7/1/2017
MEBANE	TYRONE	RICKIE	TEACHER, FULL TIME	5/1/2017
MILLER	DIONNA	LAUREN	SCHOOL POLICE OFFICER	6/27/2017
MOCK	KIERSTYN	LEANN	TEACHER, FULL TIME	7/1/2017
MUNSON	ANNE	THERESA	TEACHER, FULL TIME	7/1/2017
NORMAN-ROLLE	KELLIE	R	TEACHER, FULL TIME	7/1/2017
PHILLIPS	JEFFREY		TEACHER, FULL TIME	7/1/2017
PITTMAN	TONI	TORREEN	GENERAL CLEANER, 8 HOURS	5/30/2017
ROBINSON	REGINA	L	CLASSROOM ASST, SP ED, SV HND	6/6/2017
ROBINSON	ANNETTE	MARIE	STUDENT CLIMATE STAFF, 5 HOURS	5/19/2017
ROWE	LANDIS		TEACHER, FULL TIME	7/1/2017

RUIZ	VICTOR		TEACHER, FULL TIME	7/1/2017
SAMUEL SOUHI	FATIMA	J	ONE TO ONE ASST, SPECIAL ED	6/22/2017
SATERFIELD	DARRYCK		TEACHER, FULL TIME	7/1/2017
SCHNALL	SAM		TEACHER, FULL TIME	7/1/2017
SCOTT	ANTONIO	M	BUS ATTENDANT, SIX HOURS	6/19/2017
SHAPIRO	BEN	DAVID	TEACHER, FULL TIME	7/1/2017
SILER	MARANDA	BELINDA	STUDENT CLIMATE STAFF, 4 HOURS	6/15/2017
SINGSON	RAYMOND	TOLENTINO	TEACHER, FULL TIME	7/8/2017
SPANGLER	BETH	ELISE	TEACHER, FULL TIME	6/16/2017
STOREY	DONALD	R	STUDENT CLIMATE STAFF, 5 HOURS	6/13/2017
TERRY	ROBIN		STUDENT CLIMATE STAFF, 3 HOURS	6/20/2017
TRUNCALI	ELIZABETH		TEACHER, SPEC EDUCATION	7/1/2017
VICTOR	MELISSA	M	TEACHER, FULL TIME	6/16/2017
WALDEN	TIFFANY		TEACHER, SPEC EDUCATION	7/1/2017
WALLACE	DEVINE		STUDENT CLIMATE STAFF, 5 HOURS	6/10/2017
WESLEY	CYNTHIA		SCHOOL IMPROV SUPPORT LIAISON	6/30/2017
WIKINS	DENIQUA	T	BUS ATTENDANT	5/30/2017
WOLF	ALAN	J	TEACHER, FULL TIME	7/1/2017
ZANAN	RACHEL	B	TEACHER, SPEC EDUCATION	7/1/2017

RESOLVED, That Donya Hughes be dismissed from the position of Special Education Classroom Assistant with the School District of Philadelphia, effective August 18, 2017, and be it

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

FURTHER RESOLVED, that the minutes of the School Reform Commission are to reflect that this decision was made in accordance with 24 P.S. 5-514 of the Pennsylvania School Code of 1949, as amended, following the independent review of the record in this matter by the individual members of the Commission.