I. SCHOOL REFORM COMMISSION

SRC-1
Administration’s Recommended Termination of Professional Employee
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 employee:

1. J. S.

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-2
Adoption 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 (Presented for Review 8.17.17)
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

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Friday, September 7, 2017. Please reference the Resolution Number and include your name and email address.
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-3 (NO ACTION – FOR REVIEW)
Review of Proposed Policies: Policy 114: (NEW) Gifted Instruction; Policy 115: (NEW) Career and Technical Education; Policy 207: (NEW) Confidential Communications about Student Information; Policy 105.2: Exemption from Instruction; Policy 204: Attendance; Policy 209: Health Examinations/Screenings; Policy 227: Controlled Substance/Paraphernalia; Policy 237: Electronic Devices
RESOLVED, that the School Reform Commission hereby adopts the following SRC Policy, in the form attached, effective October 19, 2017.

Policy 114: (NEW) Gifted Instruction
Policy 115: (NEW) Career and Technical Education
Policy 207: (NEW) Confidential Communications of Students

FURTHER RESOLVED, that the School Reform Commission hereby adopts amendments to the following SRC Policies, in the forms attached, effective October 19, 2017.

Policy 105.2: Exemption from Instruction
Policy 204: Attendance
Policy 209: Health Examinations/Screenings
Policy 227: Controlled Substance/Paraphernalia
Policy 237: Electronic Devices
Policy 307: Student Teachers/Interns/Residents
Policy 309: Assignment and Transfer

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.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Friday, September 7, 2017. Please reference the Resolution Number and include your name and email address.
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The policy development process consists of an in-depth analysis of the existing adopted policies maintained by the School District in relation to the requirements of federal and state laws and regulations; the impact of court and arbitration decisions and recommendations based on governance, liability and educational issues.

**SRC-4 (Updated 9.5.17)**

**Proposed Ratification of Collective Bargaining Agreement – Commonwealth Association of School Administrators (CASA)**

RESOLVED, that the School Reform Commission of The School District of Philadelphia hereby ratifies Collective Bargaining Agreement with the Commonwealth Association of School Administrators/Teamsters Local 502, for the period commencing September 1, 2016 through August 31, 2021, and authorizes the Chair and Superintendent, as Secretary of the School Reform Commission, to execute, deliver and perform this Agreement on behalf of The School District of Philadelphia. A copy of the Agreement will be filed with the minutes of the School Reform Commission.

**II. EDUCATION SUPPORT SERVICES**

**Talent**

**A-1 General/Categorical Funds: Approves Personnel, Terminations**

RESOLVED, that the School Reform Commission hereby ratifies the appointment of the following persons to the positions, on the effective dates through August 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 designee, and shall serve at the pleasure of the School Reform Commission.

**A-2 Operating Budget: $21,000 Contract with Maryann Greenfield**

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 Maryann Greenfield to serve as a part-time Hearing Officer for employee grievance hearings, for an amount not to exceed $21,000, for the period commencing September 15, 2017 through June 30, 2018.

*Description:* The Office of Talent would like to continue to contract with Maryann Greenfield, the contractor, to conduct employee grievance hearings on behalf of the District. These services include scheduling and conducting grievance hearings onsite at the District's central office, researching precedent, formulating decisions, and preparing all written recommendations, decisions, and documentation required by any of the District's five collective bargaining agreements.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Friday, September 7, 2017. Please reference the Resolution Number and include your name and email address.
The contractor will be expected to communicate with the Chief Talent Officer and to report out on a monthly basis all grievance activities and proceedings. The contractor will be paid an hourly rate and will submit detailed activity and time records along with monthly invoices.

ABC Code/Funding Source 1100-055-9400-2341-3311 Operating $21,000.00

A-3
Withdrawn by Staff 9.13.17

Student Support Services
A-4
Donation: $439,500 Acceptance of Donation of Services from The Center for Supportive Schools – Peer Group Model
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 valued at up to $439,500 from The Center for Supportive Schools, to be used to implement the Peer Group Connection model in four high schools, for the period commencing September 15, 2017 through June 30, 2018.

Description: The proposed project will improve educational outcomes for students in Philadelphia high schools through the implementation and evaluation of an evidence-based, peer group mentoring and high school transition program. CSS will implement, in partnership with the School District of Philadelphia (SDP), the Peer Group Connection (PGC) program, an evidence-based, high school program that provides a continuum of support to students as they transition from middle to high school. PGC is a group mentoring model in which high school juniors and seniors are trained to become mentors and positive role models for 9th graders to help the freshmen make a successful transition to high school. PGC trains select school faculty to prepare older students, specifically high school juniors and seniors, to mentor and educate younger students, specifically freshmen. PGC is implemented as follows:

- PGC begins with the assembly of a stakeholder team of administrators, faculty, parents, and/or community members who support PGC implementation and long-term sustainability.

- Carefully selected faculty members, whom we call faculty advisors, participate in an 11-day intensive train-the-trainer course over a 1½-year period to learn how to run the program and teach junior and senior peer mentors in the daily leadership course.

- Carefully selected juniors and/or seniors are trained as part of their regular school schedule in a daily, 45-minute leadership development class (i.e., an elective course for credit) to become peer mentors, positive role models, and discussion leaders for 9th graders.

Four comprehensive High Schools will be selected to participate based on their attendance data.

ABC Code/Funding Source $439,500.00

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Friday, September 7, 2017. Please reference the Resolution Number and include your name and email address.
A-5

Operating Budget: $65,000 Contract with Children's Crisis Treatment Center – Academic Instruction in Acute Partial Care 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 Children’s Crisis Treatment Center, for the partial salary and benefits of a full-time, highly qualified teacher certified by the Commonwealth of Pennsylvania, in both elementary and special education, to provide academic instruction for students in licensed Philadelphia-based acute partial care treatment programs, for an amount not to exceed $65,000, for the period commencing September 15, 2017 through June 30, 2018.

Description: Community Behavioral Health (CBH) is a not-for-profit 501c (3) corporation contracted by the City of Philadelphia to provide mental health and substance abuse services for Philadelphia County Medicaid recipients. CBH contracted with Children’s Crisis Treatment Center (CTCC) to provide acute behavioral and mental health services in response to the need to serve children closer to their homes in Philadelphia, rather than send children outside the city for care. The agency will provide care for children, ages 5-13, at a given time from 9 am - 3 pm, Monday through Friday, for up to 20 days. CCTC will provide care for up to 80 students.

CCTC is located at 425 W. Lehigh Avenue, Philadelphia, PA 19133.

To ensure that the District students served by these agencies receive the academic instruction that the District is legally mandated to provide, the District is contracting with this agency to employ a full-time, highly qualified teacher who meets all of the following criteria:
- Bachelor's Degree, at minimum
- Commonwealth of Pennsylvania Instructional Certificate in Elementary Education or Commonwealth of Pennsylvania Intern Certificate in Elementary Education
- Commonwealth of Pennsylvania Certificate in Special Education
- Minimum of one-year experience teaching children grades K-8

The teacher will fulfill the following duties:
- Instruction. Provide not less than one hour of daily instruction per child in classroom, small group, or individual settings, according to each child's medical condition and educational needs. Instruction shall focus on, at minimum, English/Language Arts, Math, and Science
- Individual Education Plans. Provide special education students with instructional content that matches assignments from the student's home school or as identified in a student's Individualized Education Program (IEP)
- Curriculum. Use curriculum and instructional materials aligned with Pennsylvania Department of Education standards
- Academic Plans. Prepare an academic plan, individualized for each student, based upon the teacher's assessment upon entry into the program and academic records provided by the student's home school; maintain a record of the academic instruction the student received while in care, and results data from any assessments administered to the student while in care
- Transition Support-Entry. Within five (5) business days of a student's entry into the program, collect academic achievement records from the home school and develop lesson plans that will support the student in staying on target academically while in care
- Transition Support-Exit. Within five (5) business days of a student's discharge from the program, prepare and deliver to the student's home school a record of academic instruction the student received while in care; results data from any assessments administered to that student while in care; and, specific

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Friday, September 7, 2017. Please reference the Resolution Number and include your name and email address.
recommendations describing the supports and educational environment that will best meet the needs of the student upon return to the home school
- Professional Development. Participate in District professional development focused on instructional practice; participate in training sessions required for continued certification in elementary education and special education; and, if serving as a PSSA test administrator, complete required training.

Deliverables include the following:
- Completed census form submitted to the District weekly, using the District census form, that tracks the following for each student enrolled in the program: name, date of birth, address, home school, date of admission, anticipated and actual discharge dates, disability (IDEA or 504), date of discharge interagency meeting, interagency meeting participants; receipt of academic records from home school; and administration of the PSSA during state-mandated testing windows
- Academic plan, prepared and delivered to the student’s home school within five (5) business days of discharge from the program, as a component of the program's full discharge plan which includes recommendations for behavioral supports and services; the academic plan includes a record of academic instruction the student received while in care; results data from any assessments administered to that student while in care; and, specific recommendations describing the academic supports that will best meet the needs of the student upon return to the home school.

ABC Code/Funding Source $65,000.00
1100-058-9KRO-2115-3111 Operating

General Counsel
A-6
Operating Budget: $242,000 Settlement of Federal Civil Action – Wanda Allen, Kim Rodgers, John Reese, and William Swain
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the General Counsel, to enter into a Settlement Agreement with Wanda Allen, Kim Rodgers, John Reese and William Swain, in the amount of $242,000, in exchange for a general release of claims for damages for age discrimination on behalf of themselves and a putative class of approximately 160 current or former assistant principals.

Description: Suit was filed in 2015 by four former assistant principals on behalf of themselves and a putative class of approximately 160 current or former assistant principals, alleging damages for age discrimination. All assistant principals were laid off in 2013. Plaintiffs claim that the School District intentionally discriminated against older administrators with respect to the layoffs, recalls, promotions and hiring and violated its collective bargaining agreement.

After the pleadings were closed, but before discovery on the merits and on the collective action, the parties agreed to an early settlement conference, and this resolution provides authority for settlement.

ABC Code/Funding Source $242,000.00
1100-061-9370-2392-8211 Operating

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Friday, September 7, 2017. Please reference the Resolution Number and include your name and email address.
Executive
A-7
Operating Budget: $48,684 Authorization of Payment to Council of the Great City Schools – Membership Dues
RESOLVED, that the School Reform Commission hereby approves the payment by The School District of Philadelphia, through the Superintendent, of membership dues to the Council of the Great City Schools, in an amount not to exceed $48,684 for dues that cover July 1, 2017 through June 30, 2018.

Description: This resolution requests approval to pay membership dues for the Council of the Great City Schools to cover fiscal year 2017-2018 per invoice No. 10-40049-17.

ABC Code/Funding Source $48,684.00
1100-051-9020-2361-5841 Operating

Operations
A-8
No Cost Extension of Contract with United Refrigeration
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 United Refrigeration, to purchase refrigeration and freezer parts, pursuant to Resolution A-11, approved by the School Reform Commission on November 19, 2015, by extending the term of the contract from its original scheduled expiration date of November 30, 2017 through June 30, 2018, at no additional cost to the School District.

Description: Original $200,000 award represented completion of public bid solicitation under bid #A16-56486, Refrigeration/Freezer Parts, issued by Procurement Services on 8/3/15. Eight (8) companies downloaded the solicitation and one (1) vendor responded. Purpose of award was to establish a source for the purchase of refrigerator and freezer parts used by the Division of Food Services to repair District-owned commercial cafeteria refrigeration equipment.

ABC Code/Funding Source N/A

A-9
Operating Budget: $200,000 Contract Amendment with General Fire & Equipment Company – Maintenance of Kitchen Hood Fire Suppression Systems
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 General Fire & Equipment Co., pursuant to Resolution No. A-29, approved by the School Reform Commission on August 18, 2016, by increasing the amount of the contract by an additional $200,000 from $300,000 approved by Resolution A-29, to an amount not to exceed $500,000, subject to funding, and by extending the term of the contract from its original scheduled expiration date of August 31, 2018 through August 31, 2019.

Description: This contract establishes a source for the upgrade and repair of kitchen hood fire suppression systems installed in the District’s full-service kitchens. Fire suppression systems installed in kitchen hoods prevent any grease or kitchen fire from spreading to other parts of the school building and are required to ensure that the District is in compliance with fire regulations.
This proposed award represents completion of the public solicitation under A16-60768: Service-Upgrade/Repair of Kitchen Hood Fire Suppression Systems, originally issued by Procurement on May 17, 2016. It was sent to 28 vendors and several area assist agencies. Nine companies downloaded the solicitation. Of those, one vendor submitted a proposal.

The vendor that submitted a proposal was General Fire Equipment Co., Inc.

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<th>ABC Code/Funding Source</th>
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<tr>
<td>9001-030-9360-2644-7671 FY17 ($100,000.00)</td>
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<td>9001-030-9360-2644-7671 FY18 ($150,000.00)</td>
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<td>9001-030-9360-2644-7671 FY19 ($50,000.00)</td>
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A-10
Capital Fund: $2,400,000 Contracts with Various Vendors – Supplemental Professional Roofing Design Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform separate indefinite demand/indefinite quantity (IDIQ) contracts with Jay Norman Cooperson Architect, LAN Associates, O & S Associates (MBE), Stantec, The Sheward Partnership, LLC, USA Architects, Vitetta Group, Inc. to provide Supplemental Professional Roofing Design Services for the Office of Capital Programs, for an aggregate amount not to exceed $2,400,000, for the period commencing September 15, 2017 through September 15, 2020.

Description: On June 9, 2017, the School District of Philadelphia, Office of Capital Programs publically advertised a Request for Proposals/Request for Qualifications (RFP/RFQ) to obtain public competitive proposals from qualified, professional firms to perform supplemental professional roofing design services to the District. A total of eleven (11) firms responded to this RFP/RFQ on July 11, 2017.

Evaluation of the technical proposals and rankings were performed by a four-person Evaluation Committee consisting of staff from the Office of Capital Program’s Design Management, Construction Management, and Contract Compliance.

After administrative review by Contract Compliance and technical evaluations of submitted proposals, (7) seven firms were selected by the Evaluation Committee based on the pre-established criteria as follows: the firm’s professional qualifications and experience of the proposed staff, number of successful projects of comparable type, scope and complexity, and experience with phased projects in existing buildings, experience and ability to design a project with strict adherence to the proposed budget, firm’s ability to minimize change orders and change order costs, firm’s ability to meet or reduce design and construction schedules, proposed fees, MBE/WBE Participation and Tax Compliance with the City of Philadelphia.

The (7) seven selected firms were deemed qualified to perform professional architectural design services in support of the amended 2018 Capital Budget, approved by the School Reform Commission (SRC) on May 25, 2017 and the District’s 5-year Capital Improvement Plan (CIP). The CIP priorities include constructing new facilities and additions, renovation of existing facilities, life-cycle replacements and maintaining the physical integrity of existing buildings to meet code requirements and educational programming needs.

The entire fund of $2,400,000.00 for Supplemental Professional Roofing Design Services will be pooled.
among the (7) seven firms to provide the Office of Capital Programs flexibility in the selection of the appropriate firm to perform the required services on specific assigned projects.

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<tr>
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<td>8Q16-065-9620-4541-3411</td>
<td>$2,400,000.00</td>
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A-11  
Capital Fund: $1,474,000 Contract with Stantec Architecture & Engineering LLC – Professional Architectural and Engineering Services for Major Renovations at Benjamin Franklin 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 a contract with Stantec Architecture and Engineering LLC to perform architectural and engineering design services for the major renovations to support the co-location of two District managed high schools, for an amount not to exceed $1,474,000 for the period commencing September 15, 2017 through construction project completion.

*Description*: The adopted Capital Improvement Program (CIP) for FY2017-18 includes a major renovations at Benjamin Franklin High School. The project scope of work includes the following: façade repair, replacement of building components including roof, exterior doors, windows, ceiling tile, floors, interior door hardware, bathroom partitions, electrical panel boards, interior and exterior lights, exit signs, clock system, intercom system, water distribution piping, unit ventilators, fin tube radiators, select AHUs and exhaust fans, elevator refurbishment, accessibility upgrades, renovation of rooftop recreation area, educational space upgrades including the IMC, art rooms, science labs, and CTE programs, power and data upgrades for new classroom interactive panel boards, and new paint at walls and lockers. The estimated construction budget for this project is $20,000,000.

The goals of the major renovations are as follows: co-locate two high school programs in an equitable manner, provide a distinct point of entry and identity for each of the two programs while optimizing opportunities for collaboration, provide interior upgrades that fosters a collaborative student-centered learning environment and replace or improve building system that have exceeded their life expectancy.

On July 14, 2017, the School District’s Office of Capital Programs publicly advertised and issued a Request for Proposals (RFP) to obtain public competitive proposals from qualified firms to provide professional design and engineering services for this project. Eight (8) firms responded to this RFP on August 2, 2017. A five-person evaluation committee consisting of design, construction, and planning staff from the Office of Capital Programs performed evaluations of the technical proposals.

Proposals were scored on the following established criteria: (1) qualifications of the firm completing projects of similar scope and size; (2) qualifications of the project team based on their technical experience, certifications and licenses; (3) history of the proposer meeting the design and construction schedules; (4) meeting MBE/WBE participation goals; and (5) the project’s team proposed approach to the project. Following the tally of the technical review scores, three (3) firms were selected by the evaluation committee for oral presentations and interviews on August 10, 2017.

The three (3) selected for oral interviews were Stantec Architecture and Engineering LLC, Kimmel Bogrette Architecture and Kelly Maiello Architects and Planners.

The evaluation committee selected Stantec Architecture and Engineering LLC as the most technically...
qualified firm. The proposed fee from Stantec Architecture and Engineering for design and engineering services is $1,394,000.00 (6.97%) of the estimated construction budget. The School District is including an additional $80,000 to cover reimbursable expenses to bring the total design fee up to $1,474,000.

The Facility Condition Index (FCI) score at this location is 33.71%. The SY2015-2016 School Progress Report (SPR) is 5 (Intervene).

ABC Code/Funding Source  
8D16-065-2010-4658-3411 Capital  
$1,474,000.00

A-12  


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 Shoemaker Construction Company, pursuant to Resolution A-22, approved by the School Reform Commission on January 19, 2017, by increasing the amount of the contract by an additional $194,344.00 from the $4,750,000.00 approved by Resolution A-22, to an amount not to exceed $4,944,344.00. All other terms and conditions of this Professional Construction Management Services Contract will remain the same.

*Description:* This project involves the conversion of the John L. Kinsey school building, 6501 Limekiln Pike, into a secondary program in support of the Building 21 program, which will relocate to the John L. Kinsey building at the start of the 2017-18 academic year. The School Reform Commission authorized the relocation of Building 21 to the John L. Kinsey building by Resolution A-6, approved on October 13, 2016.

During the design and construction of the project completed for school opening September 2017, revisions to the scope of work were made by the Office of Capital Programs.

Revisions to the scope of work as directed by the Office of Capital Programs to enhance the indoor environment as follows:
Furnish and install (ninety-six) 96 signs for room numbers, access and direction.

Revision to the scope of work as directed by the Office of Capital Programs to connect the new data cabling to the existing system as follows:
Furnish and install one (1) 24-port Cat-6 patch panel and four (4) 48-port Cat-6 patch panels for the termination of all newly installed data cabling within the school.

Revisions to the scope of work as directed by the Office of Capital Programs due to unforeseen conditions as follows:
Furnish and install a new roof hatch and safety rail to replace the existing deteriorated roof hatch for access to the Auditorium roof.

Revisions to the scope of work as directed by the Office of Capital Programs as requested by Philadelphia License and Inspections to be Code Compliant as follows:
Remove and replace sixteen (16) door leaves and eight (8) door frames, and refinish 4 decorative wood

*Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Friday, September 7, 2017. Please reference the Resolution Number and include your name and email address.*
doors in the Grand Staircases, replace one (1) fire tower door and repair and replace hardware at the fire tower egress doors in stair towers A & B.

Total revisions amount to $194,344.00. Each revision to the scope was reviewed by the Office of Capital Programs and determined to be a fair and reasonable price.

The Facility Condition Index (FCI) score for the Kinsey building is 47.77%. The SY2015-2016 School Progress Report (SPR) for Building 21 is 22 (intervene).

ABC Code/Funding Source $194,344.00
8P71-065-6280-4658-4521 Capital

A-13
Capital Fund: $3,800,000 Contract with Various Vendors-Supplemental Professional Mechanical, Electrical and Plumbing (MEP) Design Services Award

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform separate indefinite demand/indefinite quantity (IDIQ) contracts with DEDC, FXB, Gannett Fleming, Global Engineering Solutions, HAKS, Ingram Engineering Services, Inc., NORR, Pennoni, Reynolds and Stantec to provide Supplemental Professional Mechanical, Electrical and Plumbing Design Services for the Office of Capital Programs, for an aggregate amount not to exceed $3,800,000, for the period commencing September 15, 2017 through September 15, 2020.

Description: On June 9, 2017, the School District of Philadelphia, Office of Capital Programs publicly advertised a Request for Proposals/Request for Qualifications (RFP/RFQ) to obtain public competitive proposals from qualified, professional firms to perform supplemental professional mechanical, electrical and plumbing design services to the District. A total of eighteen (18) firms responded to this RFP/RFQ on July 25, 2017.

Evaluation of the technical proposals and rankings were performed by a four-person Evaluation Committee consisting of staff from the Office of Capital Program's Design Management and Contract Compliance.

After administrative review by Contract Compliance and technical evaluations of submitted proposals, ten (10) firms were selected by the Evaluation Committee based on the pre-established criteria as follows: the firm's professional qualifications and experience of the proposed staff, references of the proposed staff, number of successful projects of comparable type, scope and complexity including experience with phased projects in existing buildings, experience and ability to design a project with strict adherence to the proposed budget, firm's ability to minimize change orders and change order costs, firm’s ability to meet or reduce design and construction schedules, proposed fees, MBE/WBE Participation and Tax Compliance with the City of Philadelphia.

The ten (10) ten selected firms were deemed qualified to perform professional mechanical, electrical, and plumbing design services in support of the amended 2018 Capital Budget, approved by the School Reform Commission (SRC) on May 25, 2017 and the District’s 5-year Capital Improvement Plan (CIP). The CIP priorities include constructing new facilities and additions, renovation of existing facilities, life-cycle replacements and maintaining the physical integrity of existing buildings to meet code requirements and educational programming needs.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Friday, September 7, 2017. Please reference the Resolution Number and include your name and email address.
The entire fund of $3,800,000.00 for supplemental professional MEP Design Services will be pooled among the ten (10) firms to provide the Office of Capital Programs flexibility in the selection of the appropriate firm to perform the required services on specific assigned projects.

ABC Code/Funding Source: 8Q16-065-9620-4591-3411 Capital

**A-14**

**Capital Fund: $7,023,575 Capital Awards**

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 $7,023,575, for the period commencing September 15, 2017 through completion of the projects.

**Description:**

Spec: B-019 C of 2016/17  Electrical Contract - Fire Alarm System Replacement
Cook-Wissahickon Elementary School - 201 East Salaignac Street
Jack Cohen & Co., Inc. - $219,675.00
Philadelphia, Pennsylvania 19114
ABC Code: 8Q16 065 6410 4625 4561 10
Total Aggregate M/WBE Participation: 15.0%

This contract covers the labor, material, and equipment necessary for the replacement of the existing fire alarm system at this location.

The bids for this project were publicly advertised on 7/8/2017, 7/13/2017, and 7/15/2017 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 8/1/2017. After review of the bids and a de-scoping meeting it was determined that Jack Cohen & Co., Inc. was the lowest responsible bidder with a bid of $219,675.00.

The Facilities Condition Index (FCI) at this location is 45.82%. The School Progress Report (SPR) at this location is 44.

Spec: B-055 C of 2016/17  General Contract - Roof Replacement and Facade Restoration
Henry A. Brown Elementary School - 1946 East Sergeant Street
Union Roofing - $756,900.00
Philadelphia, Pennsylvania 19154
ABC Code: 8Q16 065 5210 4637 4541 06
Total Aggregate M/WBE Participation: 40.0%

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

The bids for this project were publicly advertised on 7/8/2017, 7/13/2017, and 7/15/2017 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 8/1/2017. After review of the bids and a de-scoping meeting it was determined that Union Roofing was the lowest responsible bidder with a bid of $756,900.00.

The Facilities Condition Index (FCI) at this location is 18.68%. The School Progress Report (SPR) at this location is 29.
Spec: B-094 C
of 2016/17  General Contract - Major Renovation Phase 1
J. Hampton Moore Elementary School - 6900 Summerdale Avenue
Smith Construction (W) - $5,342,000.00
Philadelphia, Pennsylvania 19154
ABC Code: 8D16 065 8310 4658 4541 30
Total Aggregate M/WBE Participation: 100.0%

This contract covers the labor, material, and equipment necessary for a major renovation to the building envelope at this location.

The bids for this project were publicly advertised on 6/30/2017, 7/5/2017, and 7/7/2017 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 8/1/2017. After review of the bids and a de-scoping meeting it was determined that Smith Construction was the lowest responsible bidder with a bid of $5,342,000.00.

The Facilities Condition Index (FCI) at this location is 45.53%. The School Progress Report (SPR) at this location is 52.
Spec: B-095 C
of 2016/17  Plumbing Contract - Major Renovation Phase 1
J. Hampton Moore Elementary School - 6900 Summerdale Avenue
Carolina Plumbing & Heating, Inc. (M) - $90,000.00
Philadelphia, Pennsylvania 19131
ABC Code: 8D16 065 8310 4658 4541 30
Total Aggregate M/WBE Participation: 100.0%

This contract covers the labor, material, and equipment necessary to perform the plumbing work required to support the major renovation to the building envelope at this location.

The bids for this project were publicly advertised on 6/30/2017, 7/5/2017, and 7/7/2017 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 8/1/2017. 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 $90,000.00.

The Facilities Condition Index (FCI) at this location is 45.53%. The School Progress Report (SPR) at this location is 52.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Friday, September 7, 2017. Please reference the Resolution Number and include your name and email address.
Spec: B-096 C
of 2016/17 Electrical Contract - Major Renovation Phase 1
J. Hampton Moore Elementary School - 6900 Summerdale Avenue
Hyde Electric Corporation - $175,000.00
Philadelphia, Pennsylvania 19129
ABC Code: 8D16 065 8310 4658 4541 30
Total Aggregate M/WBE Participation: 0.0%
This contract covers the labor, material, and equipment necessary to perform the electrical work required to support the major renovation to the building envelope at this location.

The bids for this project were publicly advertised on 6/30/2017, 7/5/2017, and 7/7/2017 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 8/1/2017. 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 $175,000.00.

The Facilities Condition Index (FCI) at this location is 45.53%. The School Progress Report (SPR) at this location is 52.

Spec: B-097 C
of 2016/17 Electrical Contract - Fire Alarm System Replacement
Robert Morris Elementary School - 2600 West Thompson Street
Jack Cohen & Co., Inc. - $210,000.00
Philadelphia, Pennsylvania 19114
ABC Code: 8Q16 065 2390 4625 4561 10
Total Aggregate M/WBE Participation: 15.0%
This contract covers the labor, material, and equipment necessary for the replacement of the existing fire alarm system at this location.

The bids for this project were publicly advertised on 7/8/2017, 7/13/2017, and 7/15/2017 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 8/1/2017. After review of the bids and a de-scoping meeting it was determined that Jack Cohen & Co., Inc. was the lowest responsible bidder with a bid of $210,000.00.

The Facilities Condition Index (FCI) at this location is 42.28%. The School Progress Report (SPR) at this location is 55.

Spec: B-098 C
of 2016/17 Electrical Contract - Fire Alarm System Replacement
John H. Taggart Elementary School - 400 West Porter Street
Jack Cohen & Co., Inc. - $230,000.00
Philadelphia, Pennsylvania 19114
ABC Code: 8Q16 065 2690 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 Friday, September 7, 2017. Please reference the Resolution Number and include your name and email address.
This contract covers the labor, material, and equipment necessary for the replacement of the existing fire alarm system at this location.

The bids for this project were publicly advertised on 7/14/2017, 7/19/2017, and 7/21/2017 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 8/1/2017. 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 $230,000.00.

The Facilities Condition Index (FCI) at this location is 30.22%. The School Progress Report (SPR) at this location is 31.

ABC Code/Funding Source $7,023,575.00
8Q16-065-6410-4625-4561 Capital ($219,675.00)
8Q16-065-5210-4637-4541 Capital ($756,900.00)
8D16-065-8310-4658-4541 Capital ($5,342,000.00)
8D16-065-8310-4658-4541 Capital ($90,000.00)
8D16-065-8310-4658-4541 Capital ($175,000.00)
8Q16-065-2390-4625-4561 Capital ($210,000.00)
8Q16-065-2690-4625-4561 Capital ($230,000.00)

A-15 Capital Fund: $120,286 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 credit to the School District not to exceed $120,286.00.

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 $120,286.00
Various

A-16 Operating Budget: $400,000 Contract Amendment with Ricoh, Inc. – Expanding Document Management for Transportation – Subject to Funding
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 Ricoh, Inc., pursuant to Resolution No. A-59, approved by the School Reform Commission June 19, 2014, by increasing the amount of the contract by an additional $400,000, from the $13,124,000 approved by Resolution A-15, to an amount not to exceed $13,524,000, subject to funding,
through the term of the original contract on June 30, 2021.

**Description:** The School District of Philadelphia (SDP) Department of Transportation Services (DTS) provides bus transportation services to more than 42,000 students via more than 1,750 routes to and from 218 public schools, 88 charter schools, and more than 250 non-public schools in and around the City of Philadelphia. The District's 17 Bus Contractors operate approximately 80% of the routes. Transportation is responsible for reviewing, approving, and maintaining accurate records for 1500 contracted bus drivers and 800+ bus attendants. In the Fall of 2016, Transportation began the process of transitioning from a paper-based records system to a document management system with RICOH as a means to improve records retention and audit compliance. This system requires that each document be scanned individually before being uploaded and processed, increasing the administrative time for current workflows. Additionally, SDP is required to complete Motor Vehicle background checks that require extensive administrative support. DTS seeks to expand document management system to include intelligent document capture capabilities and automated motor vehicle background checks to modernize current workflows and decrease administrative support.

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<td>1100-027-9590-2713-3311 FY18</td>
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<td>1100-027-9590-2713-3311 FY21</td>
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**A-17 Ratification of Lease Agreement with Camelot Schools of Pennsylvania, LLC. – Use of E.S. Miller School**

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent of a lease agreement with Camelot Schools of Pennsylvania, L.L.C., an alternative education provider under contract with the School District, to operate a continuation program serving 100 students, to occupy approximately 5,000 square feet of the ES Miller School, located at 43rd & Westminster Avenues, Philadelphia, Pa 19104, as office and classroom space, at an annual rate of $25,000 ($5.00 per square feet), to be paid monthly, which rent includes the School District's operating costs for all utilities, building engineer, custodial, maintenance, snow removal and trash pick-up, for the period commencing September 1, 2017 through June 30, 2018, with options for a one year renewal through June 30, 2019. The rent for any renewal term will increase by 2%. The terms of the lease agreement must be acceptable to the School District's Office of General Counsel and Office of Risk Management.

**Description:** The Camelot Schools operates a Continuation program under contract with The School District of Philadelphia. This program serves a maximum of 100 students in grades 6-8 who have not been successful in traditional settings and are identified as at risk of dropping out based on Project U-Turn indicators (e.g. chronic truancy, core course failure, repeating a grade, etc.). Students are enrolled by referral and voluntarily remain until the program’s terminal grade. The Continuation program provides students with a highly engaging academic program that promotes their social and emotional development, remediation in basic reading and math skills, and college and career explorations. Students are prepared for successful transition to high school and lifelong success.

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Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Friday, September 7, 2017. Please reference the Resolution Number and include your name and email address.
Finance
A-18 (Added 9.5.17)

Memorandum of Understanding with the Philadelphia Land Bank
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 the Philadelphia Land Bank, the City of Philadelphia and the Philadelphia Gas Works, which establishes a process by which the Philadelphia Land Bank can acquire properties eligible for Sheriff's Sale and satisfy outstanding real estate, water, and gas balances due on those eligible properties, for the period commencing September 15, 2017 through a mutually agreeable termination date, [no later than September 15, 2018], at the discretion of the Superintendent.

Description: Established in 2013, Philadelphia's Land Bank is a quasi-governmental agency created to combat blight and facilitate the return of tax delinquent and neglected properties to productive use and the tax rolls. The Philadelphia Land Bank seeks to create assemblages for affordable, workforce, and market rate housing, as well as convey parcels for business expansion, community gardens and side yards. Per state law, the Philadelphia Land Bank has the priority bid authority to acquire tax delinquent properties at Sheriff's Sale without competitive bidding.

Through collaborative discussions, the Philadelphia Land Bank and City of Philadelphia created a process that respects both the Philadelphia Land Bank's interest in acquiring delinquent properties and the need for swift collection of taxes and debt owed to the City and School District of Philadelphia. As outlined in the MOU, the process will provide for the School District to collect its share of real estate taxes due up to the assessed value of each property.

With the advice and consent of counsel, the School District may agree to modifications to the MOU which are in the best interests of the School District and which do not materially alter the substantive process represented in the MOU. The MOU shall be terminable at the option of any party, including the School District, upon providing sixty days notice to all other parties.

ABC Code/Funding Source N/A

III. EDUCATION SERVICES

Academic – Donations/Acceptances
B-1

Categorical/Grant Fund: $2,499,000 Acceptance of Subgrant from Pennsylvania State University – PA TRACKS SNAP-Ed Nutrition Education – Eat.Right.Now; Contracts and Memoranda of Understanding with Various Vendors

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept, if awarded, a subgrant from The Pennsylvania State University, with the grant funds originating from the United States Department of Agriculture via the Pennsylvania Department of Human Services, for continuation of the Pennsylvania Nutrition Education TRACKS Program to provide Supplemental Nutrition Assistance Program Education, for an amount not to exceed $2,499,000, for the period commencing October 1, 2017 through September 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 subgrant, to execute, deliver and perform a contract with SHARE Food Program, Inc., to deliver produce stands at School District schools, for an amount not to exceed $167,158, for the period commencing October 1,
2017 through September 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 execute, deliver and perform Memoranda of Understanding with the following Eat.Right.Now. community partners to provide Supplemental Nutrition Assistance Program Education services, coordinated with the School District’s own services: (1) The Food Trust, for services valued at an amount not to exceed $832,000; (2) the Trustees of the University of Pennsylvania, through its Agatston Urban Nutrition Initiative, for services valued at an amount not to exceed $1,024,000; (3) Einstein Healthcare Network, for services valued at an amount not to exceed $1,350,000; (4) Health Promotion Council of Southeastern Pennsylvania, for services valued at an amount not to exceed $1,708,000, and (6) Vetri Community Partnership, for services valued at an amount not to exceed $681,000. Eat.Right.Now community partner services are valued at an aggregate amount not to exceed $6,413,000, at no cost to the School District, for the period commencing October 1, 2017 through September 30, 2018. The total value of the Eat.Right.Now. Program to the School District is an amount up to $8,912,000.00 (services by Eat.Right.Now. Community Partners plus the subaward to the District).

Description: The funding source for the PA Nutrition Education TRACKS program is the Supplemental Nutrition Assistance Program - Education (SNAP-Ed) formerly known as the Food Stamp Nutrition Education Program, of the United States Department of Agriculture, Food and Nutrition Service. Upon approval, the Pennsylvania Department of Human Services contracts with Pennsylvania State University, the management entity for the state plan. Pennsylvania State University issues sub awards to participating community partners, including the School District of Philadelphia (SDP) Eat.Right.Now. Program (ERN). SNAP-ed guidelines for eligibility are: 50% or greater of the school population be eligible for free/reduced school lunch or Community Eligibility Provisions (CEP) from the National School Lunch Program.

In Philadelphia, school-age children have represented the majority of SNAP-Ed direct education participants since fund-year 2001. Since fund-year 2011, the Eat.Right.Now. Program has been providing educational programming for caregivers. In 2015, we expanded our caregiver programs by partnering with community organizations such as SHARE Food Program, thereby increasing access and education for our school families to healthy foods at a reduced rate. Due to the success of the program we have been able to increase the number of schools in fund year 2015, 2016 and 2017; we are planning to increase programming again in 2018.

All District Eat.Right.Now.nutrition education programming meets the Health Education standards of Pennsylvania and is overseen by the Division of Health, Safety, and Physical Education. Activities are also coordinated with the Campaign for Healthier Schools, and work closely with this campaign. This program is also a collaborative effort with community partners and universities within Philadelphia to ensure that all District schools receive nutrition education programs and services. SDP Eat.Right.Now. coordinates both the assignment of schools to community partners to ensure that partners don’t overlap in a school.

The following demonstrates the range of nutrition education outreach in all eligible schools:
1. 100% of all eligible schools will be offered nutrition education. Participants in the activities will increase their knowledge of healthy food choices; improve their food selections and eating habits by making healthier dietary choices and develop an understanding of the importance of daily physical

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

2. General services offered include nutrition educators in the classroom, including follow up lessons based on curricula standards for teachers; health fairs, home and school meetings, parent/caregiver workshops, staff training and professional development, cafeteria education, caregiver newsletters and magazines designed specifically for this audience.

3. Schools will be supported in Policy, Systems and Environment (PSE) approaches. Environmental approaches include: gardening programs (Green City Teacher training), socialized recess (Playworks), movement breaks (Activity Works), HYPE (at participating schools), supporting schools with the Fresh Fruit and Vegetable Program (participating schools), and school-based produce stands. Policy approaches include: participation in School Wellness Councils, and School Wellness Action Plans (see evaluation section for details). System approaches include: ERN staff will collaborate with school staff to promote a healthy school environment by offering resources, training, and technical assistance on an individual school basis to comply with the updated, federally mandated, Smart Snacks in School standards and selected areas of the School Health Index. SDP Director will work at the district level whenever possible to provide input and support for the new SDP GreenFutures Action Plan, updated School Wellness Policy and to advocate for wellness policy implementation.

4. After School programs that are eligible can request nutrition education in addition to their current programming. An example of this kind of programming would be cooking clubs.

This nutrition education programming will empower students to make healthier food choices, leading to higher expectations for sound nutritional habits. All activities are integrated into the school based curriculum and Pennsylvania Academic Standards. For example, teaching about percentages from the math curriculum can be done by calculating nutrients from a food label. Connecting required curriculum with life skills enables students to learn practical links to real life situations. Elementary skills like counting can be taught using food items, teaching colors can easily be taught through food, reading and vocabulary can be taught through approved storybooks about nutrition and food related themes and word lists of food items, etc.

Community engagement will be fostered by providing materials to students and caregivers as a follow up to classroom activities and inviting them to participate in programs. Caregiver and community outreach will be conducted through cooking classes, Home and School Associations, District-wide and school events. ERN will also work with the Office of Family and Community Engagement (FACE) to engage existing School Advisory Councils (SAC) in a meaningful way as caregiver buy-in to sound nutrition practices is key for life long changes for their children and family's health.

ABC Code/Funding Source
267X-G30-9BP0-2390-3391

$2,499,000.00

B-2

Donation: $126,000 Acceptance of Donation of Services from Temple University Kornberg School of Dentistry

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 Temple University Kornberg School of Dentistry for dental services for preschool children, valued at approximately $126,000, for the period commencing September 15, 2017 through June 30, 2018.

Description: Head Start Program Performance Standards require that within 90 calendar days after a child first attends our program, the program must either obtain determinations from oral health care
professionals as to whether the child is up-to-date on a schedule of age appropriate preventive and primary oral health care, or assist parents with making arrangements to bring children up-to-date. At District pre-kindergarten sites, some families come with determinations of having dental care, but many are in need of assistance with accessing dental care.

Support from Temple University Kornberg School of Dentistry will provide much needed aid on multiple levels. Not only will Temple University Kornberg School of Dentistry perform on-site dental examinations across all District pre-k sites, but skilled dentists, dental assistants and public health dental hygienists from Kornberg School of Dentistry will also administer preventive non-invasive dental care and minor restorative care when needed. These urgently important services will be offered to preschool children regardless of families’ ability to pay.

The supplies and equipment, including but not limited to, portable dental chairs, x-ray equipment, lights, and air compressors, will be provided by Temple University Kornberg School of Dentistry. Additionally, medical waste will be carefully removed by Temple University Kornberg School of Dentistry according to industry regulations. This much-needed service will work to narrow the gap in oral care for children in need. Communication between the District and Temple University Kornberg School of Dentistry will be centrally managed and coordinated by the Health Coordinator in the Office of Early Childhood.

ABC Code/Funding Source $126,000.00

B-3
Donation: $65,635 Ratification of Acceptance of Donation of Services and Resources from HIAS Pennsylvania, Inc.; Memorandum of Understanding
RESOLVED, that the School Reform Commission hereby ratifies the acceptance with appreciation by The School District of Philadelphia, through the Superintendent, of the donation of services and resources from HIAS Pennsylvania, Inc., to provide refugee assistance services to students and their families, and professional development to School District staff at Northeast High School and Gilbert Spruance Elementary School, valued at $65,635, for the period commencing August 15, 2016 through June 30, 2019; and be it

FURTHER RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent, of a Memorandum of Understanding with HIAS Pennsylvania, Inc., in a form acceptable to the School District's Office of General Counsel, to implement this donation of services.

Description: This ratifying resolution is submitted due to a misunderstanding around resolution requirements. The Office of Multilingual Curriculum and Programs has had a longstanding relationship with HIAS Pennsylvania and erroneously assumed that a Memorandum Of Understanding (MOU) was sufficient to accept their services. In the future, no further services will be executed without prior Limited Contract or School Reform Commission resolution approval as clearer communication will be made.

Hebrew Immigrant Aid Society (HIAS) Pennsylvania Inc. obtained the Refugee School Impact Grant through the Pennsylvania Department of Education, Division of Student Services, to further the work of the Philadelphia Refugee Education Project (PREP). PREP is a collaborative effort of the three refugee resettlement agencies in Philadelphia, including HIAS Pennsylvania (the lead on this project), Bethany Christian Services, and Nationalities Service Center (NSC). The overall goal of PREP is to address the growing number of challenges faced by newly arrived refugee families in accessing a positive educational

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Friday, September 7, 2017. Please reference the Resolution Number and include your name and email address.
experience for their children by: 1) enhancing parent and family engagement in educational and school related activities; 2) increasing the academic achievement, English language development, and social integration of refugee youth; and 3) communicating and disseminating information about refugees to enhance the cultural competency of the professionals working with refugee youth.

A Refugee Education Coordinator employed by HIAS will be in charge of developing and implementing the plan for achieving the three goals mentioned above. Specifically, HIAS PA will offer an array of services tailored for refugee youth and their families, while building linkages and coordination between refugee resettlement providers and School District personnel. In the proposed program, HIAS PA will provide newly arrived vulnerable refugee youth in the Northeast region of Philadelphia with after school and summer English as a Second Language (ESL) classes and homework help aimed to improve academic achievements and educational gains for participating youth.

Two School District of Philadelphia (SDP) schools will be utilized for program services: Northeast High School and Spruance Elementary. HIAS PA’s Education Coordinator will maintain contact with administrators and staff at both schools and conduct outreach for youth participants. Additionally, HIAS PA will provide education-related case management services for the families of enrolled youth, aimed to remedy enrollment and placement problems and support parent engagement. These case management services will be tailored to meet the unique needs of the families and students. In addition to ESL classes for youth, parent engagement is a goal for this PREP program and the parents of enrolled youth will be offered group education workshops. The workshops will promote parental involvement in their child’s education, teach parents how to engage with teachers, how to read report cards and communications from the schools, and expand the knowledge of these newly arrived families about the US educational system. As a supplement to parent workshops, group youth education opportunities will be offered to high school age participants to learn about higher education and career opportunities.

ABC Code/Funding Source \[\$65,635.00\]

**B-4**

**Categorical/Grant Fund: $573,500 Ratification of Acceptance of Grant from the William Penn Foundation – Together is Better**

RESOLVED, that the School Reform Commission hereby ratifies the acceptance with appreciation by The School District of Philadelphia, through the Superintendent, of a grant from the William Penn Foundation, for an amount not to exceed $573,500, for the cost of piloting and evaluating a new instructional approach to improve the early literacy skills of English Learners (ELs), for the period commencing August 1, 2017 through July 31, 2020.

*Description:* The School District of Philadelphia's Office of Multilingual Curriculum and Programs and the William Penn Foundation formed a partnership known as Together Is Better. The Together Is Better initiative looks to adopt a co-teaching model, which would allow General Education teachers and English Language Development (ELD) teachers to work side by side in classrooms to better meet the language and content needs of English Learners (ELs). The full scope of this initiative includes full implementation of a co-teaching model in three (3) schools over the span of three (3) years, with the goal of building capacity for model sustainability after the grant funding is expended.

The co-teaching model was selected after gathering extensive research on instructional models that best meet the needs of ELs. Renowned experts in the field of second language acquisition, such as Dr. Maria G. Dove and Dr. Andrea Honigsfeld, adamantly support the co-teaching model. To ensure successful
integration of the co-teaching model, the Office of Multilingual Curriculum and Programs will be working with the three selected schools (selection will be based on demographic information, needs assessment, and staff interest) to establish planning teams, provide continuous professional development opportunities to all school staff and administrators as well as offer orientation meetings with families on co-teaching and student progress monitoring. Schools will have an opportunity to participate in an application process.

On July 26, 2017, the Office of Multilingual Curriculum and Programs received notification that The School District of Philadelphia was awarded the William Penn Foundation grant. The delayed notification precipitated this ratification request.

ABC Code/Funding Source

$573,500.00

B-5 (As Amended)

Authorization of Expansion of Grades at The Science Leadership Academy at Beeber

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia to change the grade configurations of The Science Leadership Academy at Beeber (SLA@Beeber), located at 5925 Malvern Avenue, from grades 9 through 12 to serve grades 5 and 9 through 12 in 2018-2019; grades 5 and 6 and 9 through 12 in 2019-2020; grades 5 through 7 and 9 through 12 in 2020-2021; and grades 5 through 12 in 2021-2022; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to notify the Pennsylvania Department of Education of the changes to the grade configuration of the school listed herein, as required by Title 22 of the Pennsylvania Code §349.28(a).

Description: Science Leadership Academy, founded by the School District of Philadelphia and The Franklin Institute in 2006, is an innovative, nationally-recognized instructional model of 21st-century learning, grounded in inquiry, research, collaboration, presentation, and reflection. The grow-a-grade expansion is expected to result in the addition of 240 students and shall begin in the 2018-2019 school year with the addition of sixty (60) 5th grade students. Annually sixty (60) students will be enrolled in the 5th grade until grades 5, 6, 7, and 8 each have 60 students.

SLA@Beeber High School was founded in 2013 as the first replication of the SLA model. Science Leadership Academy Middle School (SLA-MS) - the first middle school expansion of the SLA model - opened in 2016. The founding principals Chris Lehmann, Chris Johnson and Tim Boyle and the faculty of all three schools are committed to adapting the curriculum and values of all three schools to the middle school expansion in order to: promote engagement in science, technology, engineering, arts, mathematics (STEAM) and inquiry-focused learning from early adolescence; assure effective transitions for both entering and graduating students; and connect middle-school students with targeted career exposure, mentoring, and service opportunities.

Curricular Model

The expansion will serve as a model program for meeting the specific needs of middle-school level learners while embracing an inquiry-driven, project-based, technology-infused instructional model. Students at SLA-MS will learn in a project-based environment where the core values of inquiry, research, collaboration, presentation, and reflection are emphasized in all classes. The structure of the
school will reflect its core values, with longer class periods to allow for more hands-on work in science classes and performance-based learning in all classes.

The expansion of the school will allow for earlier mentoring in the model that follows the SLA Advisory model. Teachers will serve as mentors/advisors for the middle school students, with time set aside in the schedule for Advisories to focus on the "soft-skills" that are essential to student success in and out of school. Skills such as self-advocacy, study skills, organizational development and interpersonal relationships are covered to help students be able to be fully actualized students and citizens.

And after year one of SLA-MS, we have learned a great deal about how to scale the SLA model to middle grades. Without question, middle school students can thrive in an inquiry-driven, project-based environment. The middle school environment creates the conditions for interdisciplinary projects that align to core values and essential questions with a deep and intentional focus on literacy and numeracy.

Examples of the kinds of projects that can be implemented in the fifth grade include:
- Ecology projects, including fieldwork in collaboration with NorthBay Environmental Center
- A boat-building project that aligns science and math standards with a real-work engineering focus.
- A literacy project that involved choice-based reading and included a STEM component by having students work with high school students from the SLA@Beeber Engineering team to build the bookshelves used to house classroom libraries.

Finally, by beginning the inquiry-driven approach to teaching and learning in the 5th grade, students will be more prepared for the SLA model in high school which will create the synergy to push the high school curriculum even further, with 60 students deeply steeped in the model and ready to go further.

Growth Model

The growth model would follow the successful SLA projects in the past by growing one grade per year. The middle school would hold two sections of students per grade, so as to a) not strain the capacity of the school facility, b) not strain the overall size of the school, which would make implementation of the model more challenging, and c) still allow for students to join the school at the high school level. The growth model would look as follows:

5th Grade
- 2018-2019 - 60 students
- 2019-2020 - 60 students
- 2020-2021 - 60 students
- 2021-2022 - 60 students

6th Grade
- 2018-2019 - 0 students
- 2019-2020 - 60 students
- 2020-2021 - 60 students
- 2021-2022 - 60 students

7th Grade
- 2018-2019 - 0 students
- 2019-2020 - 0 students

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

Criteria for admissions will include:
- A score of proficient or advanced on the 3rd grade PSSA exam in either math or English Language Arts
- Good attendance

The school will target to have at least 50% of the middle school seats occupied by students in the neighborhood (as defined by zip codes 19131 and 19151). 19104 would not be part of the preference as to not overlap with SLA-MS. The balance of the seats would be available city-wide. Importantly - all SLA@Beeber 8th graders would receive admission into the SLA@Beeber high school.

ABC Code/Funding Source

N/A

**Academic – Contracts/Payments**

**B-6**

No Cost Contract Amendments with Various Colleges and Universities – Dual Enrollment Programs

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 contracts entered into with various colleges and universities, originally authorized pursuant to Resolution B-10, approved by the School Reform Commission on May 18, 2017, by including the following additional post-secondary institutions within the Commonwealth of Pennsylvania: LaSalle University, Cheyney University, Lincoln University, West Chester University, Cabrini and Philadelphia University, to provide dual enrollment opportunities to high school students in grades 10 through 12 across all high schools for no additional cost to the School District, for the period commencing July 1, 2017 through June 30, 2018.

**Description:** The School District of Philadelphia is committed to ensuring that students are college and career ready upon graduation. Dual enrollment programs provide high school students with the opportunity to enroll in college-credit courses prior to graduation and are considered a best practice for college readiness. The program will allow students in grades 10 through 12 to be taught by college professors and be exposed to more rigorous coursework. Through this opportunity, eligible high school students...
students will be able to take a maximum of 6 credits of postsecondary coursework. The cost of these courses range from $99.45 per credit to $300 per credit depending on the college/university. The majority of classes are three credit courses. In addition, students will be able to take advantage of additional supports offered throughout each college and university. Some of these services include: the learning lab, Student Academic Computing Centers, the Center on Disability, and the library. This accelerated learning opportunity will be open to all high schools and is used as a strategy to promote graduation and encourage college enrollment. By taking advantage of these courses, students will be better prepared to be successful beyond high school.

ABC Code/Funding Source

<table>
<thead>
<tr>
<th>B-7</th>
<th>Categorical/Grant Fund: $1,457 Ratification of Contract with David Tours &amp; Travel – Coach Bus Service</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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 David Tours &amp; Travel for coach bus services to transport central and school-based staff to Washington D.C. to observe exemplary bilingual programs on May 22, 2017, for an amount not to exceed $1,457.</td>
</tr>
<tr>
<td></td>
<td>Description: The Office of Multilingual Curriculum and Programs reserved a motor-coach through David Tours &amp; Travel in order to participate in a one-day program observation at two high-performing bilingual programs in Washington D.C. on May 22, 2017. District staff in multiple roles at Cayuga, Elkin, McClure, Muñoz-Marin, Southwark, and Taylor participated in support of improving educational practices and student outcomes. David Tours &amp; Travel was chosen from a list of approved vendors provided by the Office of Procurement Services.</td>
</tr>
<tr>
<td></td>
<td>This ratifying resolution is submitted in light of miscommunication of the policy governing travel arrangements for District employees. Though guidance was sought, details of who would be attending as passengers was unclear, causing the Office of Multilingual Curriculum and Programs to be unintentionally misguided. In the future, no further services will be executed without prior Limited Contract or School Reform Commission approval, as clearer communication from all appropriate parties will be obtained.</td>
</tr>
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<td></td>
<td>ABC Code/Funding Source                      $1,457.00</td>
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<td></td>
<td>237X-G07-9470-2264-3291 Title III</td>
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<thead>
<tr>
<th>B-8</th>
<th>No Cost Ratification of Amendment of Contract with Pearson Learning – Universal Screeners for Response to Instruction and Intervention</th>
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<tbody>
<tr>
<td></td>
<td>RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent, of an amendment of Contract No. 513/FY14, originally entered into with Pearson Learning pursuant to Resolution B-1.2 approved by the School Reform Commission on September 23, 2013, to provide the use of AIMSweb, a literacy/math universal screener for all students in grades K-5, by extending the term of the contract from its original scheduled expiration date of June 30, 2017 through June 30, 2018, at no cost to the School District.</td>
</tr>
</tbody>
</table>

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Friday, September 7, 2017. Please reference the Resolution Number and include your name and email address.
**Description:** The ratification component of this resolution is being requested to seek formal authorization to extend the term of Contract No. 513/FY14, previously approved by the School Reform Commission, from June 30, 2017 to June 30, 2018. Due to staffing transitions in the office, the deadline for the SRC resolution was inadvertently missed. In the future, no further service will be allowed without prior SRC resolution approval.

This extension comes at no cost to the District and will allow another year to diagnose and respond to students who may need further supports to help master a skill/s.

**ABC Code/Funding Source**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>B-9</td>
<td>N/A</td>
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</tbody>
</table>

**B-9**

No Cost Ratification of Contract with James A. Michener Art Museum – Loan of Artwork

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 the James A. Michener Art Museum, Doylestown, PA, for the loan of fifteen pieces of artwork belonging to the School District to be displayed in Dedicated, Displayed, Discovered: Celebrating the Region’s School Art Collections Exhibition, at no cost to the School District, for the period commencing June 28, 2017 through January 12, 2018. All costs incurred or associated with the removal and return, packing and repacking and transportation to and from the art storage facility, as well as insurance for the artwork at its current market value shall be paid in full by the James A. Michener Art Museum.

**Description:** The James A. Michener Art Museum requested a loan of fifteen paintings from the District’s art collection for the purpose of displaying the artwork in Dedicated, Displayed, Discovered: Celebrating the Region’s School Art Collections featuring artwork from six regional school districts. The Michener Museum agreed to incur all costs associated with the loan of the artwork.

The District received the contract, which was signed by the Superintendent on June 20, 2017, prior to the scheduled packing and pick up of the artwork on June 28, 2017. The museum was preparing for the exhibition opening on July 7, 2017. The narrow timeline did not allow the District to abide by the resolution process schedule.

This is the largest public display of District artwork in several years. All schools will be given the opportunity to view the exhibit at the Michener Art Museum free of charge. The three schools whose work was included in the exhibit; Spruance Elementary, Waring Elementary and Wilson Middle Schools, will include transportation provided by the Michener Museum. District art teachers will receive professional development and teaching materials correlative to the exhibit for use in the classroom.

**ABC Code/Funding Source**

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<tr>
<th>Code</th>
<th>Description</th>
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<tr>
<td>B-10</td>
<td>N/A</td>
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</tbody>
</table>

**B-10**

Categorical/Grant Fund: $58,750 Contract with Temple University School of Public Health – AIDS Risk Reduction through Education and Student Training (ARREST)

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 School of Public Health, to implement two school health surveillance programs to fulfill the requirements of a federal grant: the Youth Risk Behavior Survey and Profiles, for an amount not to
exceed $58,750, for the period commencing September 15, 2017 through July 31, 2018.

Description: This partial ratifying resolution is submitted due to the transition of Principal Investigators at Temple, which delayed receipt of required data.

The AIDS Risk Reduction Through Education and Staff Training (ARREST) grant from the Centers for Disease Control and Prevention Division of Adolescent School Health (DASH), provides The School District of Philadelphia with the resources to develop, implement and evaluate interventions for improving the health and educational outcomes for young people. We are seeking authorization to contract with Temple University School of Public Health (TUPH) to provide implementation of surveillance activities on behalf of the School District of Philadelphia. Temple University (TUPH) administers the School Health Profiles (Profiles) on the even year (i.e., 2018) assessing school health policies, practices and the status of school health education. On the odd year (i.e., 2017) Temple administers the Youth Risk Behavior Survey (YRBS). During the year following a survey the data is analyzed, published and reported.

Profiles monitors the current status of school health education requirements and content, physical education and physical activity, school health policies related to HIV infection/AIDS, tobacco-use prevention, and nutrition, asthma management activities, family and community involvement in school health programs, and school health coordination.

The YRBS monitors priority health risk behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and adults in the United States. These behaviors, often established during childhood and early adolescence, include
  1) Behaviors that contribute to unintentional injuries and violence
  2) Sexual behaviors that contribute to unintended pregnancy and sexually transmitted infections, including HIV infection
  3) Alcohol and other drug use
  4) Tobacco use
  5) Unhealthy dietary behaviors
  6) Inadequate physical activity

ABC Code/Funding Source $58,750.00
344X-G52-9BP0-2265-3291

B-11
Ratification of Amendment to Memorandum of Understanding; Contract with New Tech Network
RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent, of an amendment of a Memorandum of Understanding (Contract No. 985/F17), originally entered into with New Tech Network pursuant to Resolution No. B-1, approved by the School Reform Commission on April 27, 2017, to provide school design services at The LINC School valued at $182,901, at no cost to the School District, for the period commencing February 1, 2016 through June 30, 2017; and be it

FURTHER RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent or his designee, of a contract with New Tech Network to provide school design services at The LINC School, for an amount

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

not to exceed $212,200, for the period commencing July 1, 2017 through June 30, 2019.

Description: In January 2016, New Tech Network and the School District of Philadelphia began exploring a partnership to support the transformation of The LINC by implementing a Project Based Learning instructional model at the school. The LINC, an Innovation Network high school launched in 2014 with a competency-based education (CBE) instructional model, experienced multiple leadership changes and high staff turnover immediately after opening; resulting in the failed implementation of CBE model and creating the need for a partner who could support the implementation of a new instructional model.

After the principal of The LINC School, several teachers from The LINC staff, and the Executive Director of the Office of New School Models attended the New Tech Network’s Leadership Residency in February 2016, Teacher Residency in April 2016, and Annual Conference in July 2016, it was determined that New Tech Network (NTN) would be an ideal match as a school transformation partner for The LINC School. It was also determined that funds from the Opportunity by Design ‘Carnegie’ grant would be used to pay for the first year of services from NTN.

A ratifying resolution is being requested because a misalignment existed between three critical dates - 1) when all parties agreed to the idea of moving forward with the partnership, 2) when the funds from the Carnegie grant were available to pay for New Tech Network’s services, and 3) when approval was secured from the School Reform Commission to enter into a contract and MOU with NTN.

ABC Code/Funding Source $212,200.00
1100-060-3530-23LB-3291 Operating FY 18 ($106,100.00)
1100-060-3530-23LB-3291 Operating FY 19 ($106,100.00)

B-12 Operating Budget $40,000 Authorization of Payments to the Middle States Association of Colleges and Schools – Annual Membership Dues
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to pay invoices to the Middle States Association of Colleges and Schools for annual membership dues for 28 School District high schools, for an amount not to exceed $40,000.00, for the period commencing September 15, 2017 through June 30, 2018.

Description: Accreditation is affirmation that a school provides a quality of education that the community has a right to expect and the education world endorses. Accreditation is a means of showing confidence in a school’s performance. When the Commission on Secondary Schools accredits a school, it certifies that the school has met the prescribed qualitative standards of the Middle States Association of Colleges and Schools (MSA) within the terms of a school's own stated philosophy and objectives.

Through the accreditation process, the school seeks the validation of its self-evaluation by obtaining professional judgment from impartial outsiders on the effectiveness of the total school operation. The intent throughout the process is to seek remedies for inadequacies and to identify and nurture good practices.

Ultimately, the District would seeks to have all high schools obtain and maintain accreditation with the MSA; however, the goal for this year is to support twenty-eight (28) high schools that are either going through the MSA accreditation process or are currently MSA accredited by paying annual dues to keep

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Friday, September 7, 2017. Please reference the Resolution Number and include your name and email address.
the accreditation or candidacy current. The school list is subject to change based on school and principal readiness to go through the MSA process. The 28 schools include: Bartram; Bodine; CAPA; Carver; Central; Dobbins; Edison; Frankford; Franklin; Furness; GAMP; Girls; Kensington Int'l Business; King; Lincoln; Mastbaum; Masterman; Northeast; Overbrook; Parkway Center City; Parkway West; Roxborough; Saul; SPHS; Strawberry Mansion; Swenson; Washington; and West Phila

The purpose of this resolution is to authorize the payment of invoices to the Middle States Association of Colleges and Schools for annual dues required to maintain the membership. Membership in MSA is open to public and non-public schools, colleges and universities. MSA accreditation of schools is an expression of confidence by a team of outside observers in the purpose, resources, and performance of the schools so that graduates may be admitted into institutions of higher learning.

ABC Code/Funding Source $40,000.00
1100-052-9KT0-2818-3291 Operating

IV. INTERMEDIATE UNIT
None Submitted
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.

The district shall provide to all students, without discrimination, 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.

Page 1 of 6
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
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
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
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
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. 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.

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.**

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,
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
18. 24 P.S. 1337.1
19. 24 P.S. 1422
20. 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
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
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 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

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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
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 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)
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

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THE SCHOOL DISTRICT OF PHILADELPHIA

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.
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@phиласd.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
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
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
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
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
105.2 (NEW) EXEMPTION FROM INSTRUCTION

Purpose

The School District respects the rights of parents to have their children excused from specific instruction that conflicts with their religious beliefs. The School Reform Commission adopts this policy to ensure that parents/guardians have the right to have their children excused from specific instruction that conflicts with their religious beliefs.[1][2]

Definitions

Parent/guardian/surrogate under IDEA:

- A biological or adoptive parent of a child;
- A foster parent;
- A guardian authorized to act as the child’s parent, or authorized by a court to make educational decisions for the child
- An individual acting as a parent in the place of the biological or adoptive parent with whom the child lives (including a grandparent, stepparent, or other relative) or a person who is legally responsible for the child’s welfare; or
- A surrogate parent who has been appointed by an educational agency or an educational decision maker appointed by a court in accordance with IDEA.

Eligible Student:

Authority

The district shall excuse any student from specific instruction, upon written request of the parent/guardian or eligible student, in accordance with established administrative procedures.[2]

All students excused from specific instruction shall be required to achieve the learning outcomes established by the school and necessary for graduation through alternate means as determined by the district. [3]

Mandatory Regulatory Procedures

Administrative guidelines accompany this policy and set forth the procedures for parental request to view the curriculum, academic standards and instructional materials.
Attachment for policy #105.2: Procedures for Parental Request to View the Curriculum, Academic Standards and Instructional Materials

Administrative Guidelines and related documents for parents may be found on the Office of Curriculum, Instruction, and Assessment website.

**Legal References:**
1. 22 PA Code 11.7
2. 22 PA Code 4.4
3. 22 PA Code 4.4
THE SCHOOL DISTRICT
OF PHILADELPHIA

GIFTED EDUCATION (NEW)

Purpose

In accordance with the School Reform Commission's philosophy to develop the special abilities of each student, the district shall provide gifted education services and programs designed to meet the individual educational needs of identified gifted students.[1][2][3]

Definitions

Gifted student - “a student with outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program.” PA School Code (24 P. S. § 13-1371).[4]

Gifted Individualized Education Plan (GIEP) - a written plan describing the educational program and services to be provided to a gifted student, based on and responsive to the results of an evaluation and written report, and developed by a team of individuals in accordance with state regulations.[4]

Gifted Multidisciplinary Evaluation (GMDE) - systematic process of testing, assessment and other evaluative processes used by a team to develop a recommendation about whether or not a student is gifted and needs gifted education.[4]

Gifted Multidisciplinary Team (GMDT) - a team of designated individuals who conduct a GMDE. The GMDT shall be formed on the basis of the student's needs and shall be comprised of the student's parents/guardians; a certified school psychologist; persons familiar with the student's educational experience and performance; one (1) or more of the student's current teachers; persons trained in the appropriate evaluation techniques; and, when possible, persons familiar with the student's cultural background. A single member of the GMDT may meet two (2) or more of the specified qualifications.[4][5]

Mentally gifted - outstanding intellectual and creative ability, the development of which requires specially designed programs and/or support services not ordinarily provided in the regular education program. The term includes a student with an IQ of 130 or higher or
who meets established multiple criteria indicating gifted ability, or a student with an IQ lower than 130 when other educational criteria strongly indicate gifted ability.[1][4][6]

Authority

The School District of Philadelphia believes that all students should be challenged at their appropriate instructional level and that ongoing data analysis is a critical element in delivering appropriate instruction and intervention. The District is committed to developing the talents and strengths of all of our students and providing all students with a variety of options and activities to challenge their creativity.

The district shall develop and implement a gifted education plan every six (6) years, as required by law and regulations. Prior to approval by the SRC, the gifted education plan shall be made available for public inspection and comment in the district’s administrative offices and in the Family and Community Engagement Center for a minimum of twenty-eight (28) days.[7][8]

The district’s gifted education plan shall address:

1. The district’s process for identifying gifted children in need of specially designed instruction.

2. The gifted special education programs offered by the district.

3. Reports of gifted students, personnel and program elements, and costs, as required by the Department of Education.

The Superintendent/designee may enter into cooperative agreements to provide gifted education services and programs.[9]

The Superintendent/designee directs that the district’s gifted education program shall provide the following in accordance with Applicable Law:

1. System to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction.[6]

2. Screening and evaluation process that meet Applicable Laws, to determine students’ educational needs.[6]

3. Procedures to determine whether a student is mentally gifted. Determination of gifted ability shall not be based on IQ score alone; a range of assessments including a student’s performance and potential shall be utilized.[6]
4. Gifted Individualized Education Plan (GIEP) developed, and subsequently modified, for each student based on his/her unique needs and the written report of the Gifted Multidisciplinary Team (GMDT).[5][10][11][12]

5. Safeguards for the due process rights of gifted students.[13]

6. Notification to teachers of their responsibilities to each of their identified gifted students, as provided in the student’s Gifted Individualized Education Plan (GIEP).[11]

The district shall provide all required notices and information to parents/guardians of gifted students, document all consents and responses of parents/guardians, and adhere to all established timelines.[11][14][15]

Confidentiality of Student Records

All personally identifiable information regarding a gifted student shall be treated as confidential and disclosed only as permitted by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, State Board of Education regulations, and SRC policy.[17][18][19]

Attachment for policy #114: Gifted Education Plan

Legal References:
1. 24 P.S. 1371
2. 22 PA Code 16.1 et seq
3. 22 PA Code 4.28
4. 22 PA Code 16.1
5. 22 PA Code 16.22
6. 22 PA Code 16.21
7. 22 PA Code 16.4
8. 22 PA Code 4.13
9. 22 PA Code 16.2
10. 22 PA Code 16.23
11. 22 PA Code 16.32
12. 22 PA Code 16.33
13. 22 PA Code 16.63
14. 22 PA Code 16.61
15. 22 PA Code 16.62
16. 22 PA Code 16.41
17. 22 PA Code 16.65
18. 20 U.S.C. 1232g
19. Pol. 216 - Student Records
Related Information:
22 PA Code 11.12
CAREER AND TECHNICAL EDUCATION (NEW)

Purpose

The School Reform Commission shall provide a program of career and technical education in order to:[1][2][3][4][5]

1. Prepare students for employment as in-demand workers in high-skilled, family-sustaining wage, as defined by Pennsylvania Department of Labor and Industry, and high-priority/emerging occupations.

2. Prepare students for enrollment in postsecondary education programs.

3. Assist students with awareness of career pathways, by providing students comprehensive informational and experiential opportunities to become informed decision-makers.

4. Ensure that all students, regardless of age, race, color, religion, sex, sexual orientation, disability or special needs have access to career and technical education programs. The transition plans for students with IEPs are connected with their career and technical education program.

Authority

In order to provide students with a career and technical education program, the Superintendent, or his designee, shall establish and maintain career and technical instruction in district high schools and participate in a program of career development.[2][4][5][6][7]

The Superintendent, or his designees, shall ensure that all students and parents/guardians are informed, via publication and outreach (e.g., school visits, school visits to middle schools, print, online, school fairs), of the student's right to participate in career and technical education programs and courses and that students with disabilities enrolled in such programs are entitled to services under state and federal laws and regulations.[5][8][9][10][11]
Career and technical education programs shall consist of a series of planned academic and vocational technical education courses that are integrated into and articulated throughout the curriculum of district schools.\[4]\[5]\[12]\[13]\n
Career and technical education programs shall be standard-based; prepare students for obtainment of licensure or industry skills certification or Pennsylvania Skills Certificate, as required; provide extended classroom experience; instruct students in safety practices and accident prevention; and meet minimum time requirements.\[5]\[12]\[14]\n
Career and technical education courses must include content based upon occupational analysis, clearly stated performance objectives deemed critical to successful employment, and assessment of student competencies based upon performance standards. Student records shall include the results of the assessment of student competencies.\[5]\[15]\n
In order to maintain a program of career and technical education, the Superintendent, or his designees, shall:

1. Approve the content, organization and assessment standards of all technical courses.\[5]\n
2. Approve the placement of students in work-based learning programs and supervise the nature and conduct of their employment.\[5]\[16]\[17]\n
3. Operate programs in compliance with applicable laws and regulations governing career and technical education.\[5]\[12]\n
4. Employ and supervise certified district staff teaching career and technical education courses. Such personnel shall be responsible for keeping up with the technology, practices and standards of their professional areas.\[19]\[20]\[21]\n
5. Provide adequate facilities, equipment and resource materials.\[22]\[23]\[24]\n
6. Establish appropriate local and occupational advisory committees to advise the SRC, administration and staff concerning the aspects of the career and technical education program delegated to each committee. The SRC delegates the responsibility to appoint members of the local and occupational advisory committees to the Superintendent or his designees. A majority of the members of the occupational advisory committee shall be employees and employers in the occupation for which training is being provided by the district.\[25]\[26]\[27]\[28]\n
Mandatory Regulatory Procedure - Child Abuse Prevention Requirements
Employers who participate in district internship, externship, work study, co-op, or similar programs shall adopt policies and procedures that ensure compliance with the following procedures required by the Child Protective Services Law.

Identification of Adult Responsible for Child’s Welfare -

When a District student under the age of eighteen (18) years old participates in an internship, externship, work study, co-op, or similar program with an outside employer, the District and the employer shall, prior to commencing participation, identify an adult(s) who will be the student’s supervisor while the child participates in the program. The identified adult(s) will be the person responsible for the child’s welfare.[29][30]

The identified adult(s) shall be in the immediate vicinity of the child at regular intervals during the program. Immediate vicinity shall mean an area in which an individual is physically present with a child and can see, hear, direct and assess the activities of the child.[29][30]

Certifications -

Prior to commencement of the program, the identified adult shall submit the following information to the Superintendent or designee:[30]

1. PA Child Abuse History Clearance - which must be less than sixty (60) months old.
2. PA State Police Criminal History Record Information - which must be less than sixty (60) months old.
3. Federal Criminal History Report - which must be less than sixty (60) months old.
4. Disclosure Statement – which is a statement swearing or affirming applicant has not been disqualified from service by reason of conviction of designated criminal offenses or being listed as the perpetrator in a founded report of child abuse.[31]

The Superintendent or designee shall review the information and determine if information is disclosed that precludes identification of the adult as the supervisor responsible for the child’s welfare.

Information submitted by an identified adult in accordance with this policy shall be maintained centrally in a manner similar to that for school employees.

Arrest or Conviction Reporting Requirements -

An identified adult shall notify the employer, in writing, within seventy-two (72) hours of the occurrence, of an arrest or conviction required to be reported by law.[31]
An identified adult shall also report to the employer, within seventy-two (72) hours of notification, that s/he has been listed as a perpetrator in the Statewide database, in accordance with the Child Protective Services Law.[31]

Failure to accurately report such occurrences may subject the identified adult to disciplinary action up to and including termination of employment and criminal prosecution.[31]

The employer shall immediately require an identified adult to submit new certifications when there is a reasonable belief that the identified adult was arrested for or has been convicted of an offense required to be reported by law, was named as a perpetrator in a founded or indicated report, or has provided written notice of such occurrence.[31]

If the employer receives notice of such occurrences from either the adult or a third party, the employer shall immediately report that information to the Superintendent or designee in writing.[31]

Child Abuse Reporting -

Identified adults who have reasonable cause to suspect that a child is the victim of child abuse shall make a report of suspected child abuse in accordance with the Child Protective Services Law.[32][33]

Attachment for policy #115: Career and Technical Education Guidelines

Legal References:
1. 24 P.S. 1806
2. 24 P.S. 1844
3. 22 PA Code 12.41
4. 22 PA Code 339.2
5. 22 PA Code 4.31
6. 24 P.S. 1802
7. 24 P.S. 502
8. Pol. 103 - Nondiscrimination in School and Classroom Practices
9. Pol. 103.1 - Nondiscrimination - Qualified Students With Disabilities/Protected Handicapped Students
10. Pol. 113 - Special Education
11. Pol. 138 - English as a Second Language/Bilingual Program
12. 22 PA Code 339.22
13. Pol. 105 - Curriculum
14. 22 PA Code 339.23
15. Pol. 216 - Student Records
16. 22 PA Code 11.28
17. 22 PA Code 339.29
18. 24 P.S. 1809
19. 24 P.S. 1106
20. 24 P.S. 1212
21. 22 PA Code 339.41
23. Pol. 110 - Instructional Supplies
24. Pol. 701 - Facilities Planning
25. 24 P.S. 1808
26. 22 PA Code 339.13
27. 22 PA Code 339.14
28. 22 PA Code 4.33
29. 23 Pa. C.S.A. 6303
30. 23 Pa. C.S.A. 6344
31. 23 Pa. C.S.A. 6344.3
32. 23 Pa. C.S.A. 6311
33. Pol. 806 - Child Abuse
34. 22 PA Code 339.21
35. 22 PA Code 339.4
36. 22 PA Code 339.30
37. Pol. 122 - Extracurricular Activities

**Related Information:**

24 P.S. 1801
24 P.S. 1807
23 Pa. C.S.A. 6301 et seq
22 PA Code 339.1 et seq
22 PA Code 4.34
22 PA Code 4.35
20 U.S.C. 2301 et seq
THE SCHOOL DISTRICT OF PHILADELPHIA

ATTENDANCE

Purpose

The School Reform Commission recognizes that attendance is an important factor in educational success, and supports a comprehensive approach to identify and address attendance issues.[1]

Definitions

Compulsory school age shall mean the period of a child's life from the time the child's parents/guardians elect to have the child enter school, and which shall be no later than six (6) years of age until the child reaches seventeen (17) years of age. The term does not include a child who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.[2]

Habitually truant shall mean six (6) or more school days of unexcused absences during the current school year by a child subject to compulsory school attendance.[2]

Truant shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a child subject to compulsory school attendance.[2]

Person in parental relation shall mean a:[2]

1. Custodial biological or adoptive parent.

2. Noncustodial biological or adoptive parent.

3. Guardian of the person of a child.

4. Person with whom a child lives and who is acting in a parental role of a child.

This definition shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child as defined by law.[3]

School-based or community-based attendance improvement program shall mean a program designed to improve school attendance by seeking to identify and address the
underlying reasons for a child's absences. The term may include an educational assignment in an alternative education program, provided the program does not include a program for disruptive youth established pursuant to Article XIX-C of the Pennsylvania Public School Code.[2]

Authority

Attendance shall be required of all students during the days and hours that school is in session, except that **authorized district staff** may excuse a student for temporary absences upon receipt of satisfactory evidence of mental, physical, or other urgent reasons that may reasonably cause the student's absence.[4][5][6][7][8][9]

The SRC shall establish and enforce attendance requirements, in accordance with applicable laws and regulations, SRC policy and administrative procedures.

**Compulsory School Attendance Requirements**

All students of compulsory school age who reside in the district shall be subject to the compulsory school attendance requirements.[4]

A student shall be considered in attendance if present at any place where school is in session by authority of the SRC; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study or career education program; or the student is receiving approved homebound instruction.[4][7][10][11][12][13][14][15]

The following students shall be excused from the requirements of attendance at district schools, upon request and with the required approval:

1. On certification by a physician or submission of other satisfactory evidence and on approval of the Pennsylvania Department of Education, children who are unable to attend school or apply themselves to study for mental, physical or other reasons that preclude regular attendance.[5][6][16]

2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught.[4][17]

3. Students attending college who are also enrolled part-time in district schools, to include dual enrollment and middle college.[18]

4. Students attending a home education program **or private tutoring** in accordance with law.[4][13][19][20][21][22]

5. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved.[4]
6. The School District will honor any exceptions to compulsory school attendance permitted by law under the School Code.

7. Students fifteen (15) years of age, and fourteen (14) years of age who have completed the highest elementary grade, engaged in farm work or private domestic service under duly issued permits.[6]

8. Students sixteen (16) years of age regularly employed during the school session and holding a lawfully issued employment certificate.[6][11]

**Excused/Lawful Absence**

The following conditions or situations constitute reasonable cause for absence from school:

- Excused Absence or Other Urgent Reasons
- Excused Early Dismissal
- Illness, including if a student is dismissed by designated district staff during school hours for health-related reasons.[5][8]
- Quarantine
- Recovery from Accident
- Required Court Appearance
- Death in Family
- Educational Trip/Tour with approval
  - The parent/guardian submits a written request for excusal prior to the absence.
  - The student's participation has been approved by the Superintendent or principal.
  - The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the Superintendent.
  - College tours, trade school tours, career and technical training program tours, community college tours, or tours of other non-school district schools, with prior approval.
  - The district may limit the number and duration of non-school-sponsored educational tours or trips for which excused absences may be granted to a student during the school year.

- Observance of a religious holiday observed by bona fide religious group, upon prior written parental request.[23]
- Authorized school activities, including athletic events.
- Excused Lateness
- Out of School Suspension

1: **Family emergency.**

2: Participation in a project sponsored by a statewide or countywide 4-H, Future Farmers of America (FFA) or combined 4-H and FFA group, upon prior written request.[1][5]
3. **Nonschool-sponsored** educational tours or trips, if the following conditions are met:[5][24]
   a. The parent/guardian submits a written request for excusal prior to the absence.
   b. The student's participation has been approved by the Superintendent or principal.
   e. The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the Superintendent.

4. College tours, trade school tours, career and technical training program tours, community college tours, or tours of other non-school district schools, with prior approval.

The district may limit the number and duration of non-school-sponsored educational tours or trips for which excused absences may be granted to a student during the school year.

*Temporary Excusals -*

The following students may be **temporarily excused** from the requirements of attendance at district schools:

1. Students receiving tutorial instruction in a field not offered in the district's curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular program of studies.[4][10][13]

2. Students participating in a religious instruction program, if the following conditions are met:[23][25]
   a. The parent/guardian submits a written request for excusal. The request shall identify and describe the instruction, and the dates and hours of instruction.
   b. The student shall not miss more than thirty-six (36) hours per school year in order to attend classes for religious instruction.
   c. Following each absence, the parent/guardian shall submit a statement attesting that the student attended the instruction, and the dates and hours of attendance.

3. **School age** children unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education of the Pennsylvania Department of Education.[16]

**Unexcused/Unlawful Absences**
For purposes of this policy, absences which do not meet the criteria indicated above shall be considered an unexcused/unlawful absence.

An out-of-school suspension may not be considered an unexcused absence.[2]

- Unexcused Lateness
- Unexcused Absence
- Unexcused Early Dismissal

Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians, staff and the Philadelphia Department of Human Services or the Philadelphia Juvenile Court about the district’s attendance policy by publishing such policy in student/parent handbooks, on the district website, and through other efficient communication methods.[1][26]

The Superintendent or designee, in coordination with the district office of Attendance and Truancy, shall be responsible for the implementation and enforcement of this policy.

The Superintendent or designee shall develop administrative procedures necessary for the implementation of this policy which:

1. Govern the maintenance of attendance records in accordance with law.[27][28]

2. Detail the process for submission of requests and excuses for student absences.

3. Detail the process for written notices, School Attendance Improvement Conferences, School Attendance Improvement Plans, and referrals to a school-based or community-based attendance improvement program, the local children and youth agency, or the appropriate judge.

4. Ensure that students legally absent have an opportunity to make up work.

Mandatory Regulatory Procedure

Enforcement of Compulsory Attendance Requirements

Student is Truant—

When a student has been absent for three (3) days during the current school year without a lawful excuse, SDP staff shall provide The Three Day Legal Notice (C-31) to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence.[29]

The notice shall:[29]
1. Be in the mode and language of communication preferred by the person in parental relation;

2. Include a description of the consequences if the student becomes habitually truant; and

3. When transmitted to a person who is not the biological or adoptive parent, also be provided to the child's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

The notice may include the offer of a School Attendance Improvement Conference.[29]

If the student incurs additional unexcused absences after issuance of the notice and a School Attendance Improvement Conference was not previously held, district staff shall offer a School Attendance Improvement Conference.[29]

District staff shall notify the person in parental relation in writing and by telephone of the date and time of the School Attendance Improvement Conference.[29]

The purpose of the School Attendance Improvement Conference is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services.[2]

The following individuals shall be invited to the School Attendance Improvement Conference:[2]

1. The student.

2. The student's person in parental relation.

3. Other individuals identified by the person in parental relation who may be a resource.

4. Appropriate school personnel.

5. Recommended service providers.

Neither the student nor the person in parental relation shall be required to participate, and the School Attendance Improvement Conference shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference.[29]

The outcome of the School Attendance Improvement Conference shall be documented in a written School Attendance Improvement Plan. The Plan shall be retained in the student's
A copy of the Plan shall be provided to the person in parental relation, the student and appropriate district staff.[29]

The district may not take further legal action to address unexcused absences until after the date of the scheduled School Attendance Improvement Conference has passed.[29]

**Student is Habitually Truant**

When a student under fifteen (15) years of age is habitually truant, district staff:[30]

1. Shall refer the student to:
   a. A school-based or community-based attendance improvement program; or
   b. The local children and youth agency.

2. May file a citation in the office of the appropriate judge against the person in parental relation who resides in the same household as the student.[30]

When a student fifteen (15) years of age or older is habitually truant, district staff shall:[30]

1. Refer the student to a school-based or community-based attendance improvement program; or

2. File a citation in the office of the appropriate judge against the student or the person in parental relation who resides in the same household as the student.

District staff may refer a student who is fifteen (15) years of age or older to the local children and youth agency, if the student continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program, or if the student refuses to participate in such program.[30]

Regardless of age, when district staff refer a habitually truant student to the local children and youth agency or file a citation with the appropriate judge, district staff shall provide verification that the school held a School Attendance Improvement Conference.[30]

**Special Needs and Accommodations**

If a truant or habitually truant student may qualify as a student with a disability, and require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student’s needs in accordance with applicable law, regulations and SRC policy.[32][33][34][35]

For students with disabilities who are truant or habitually truant, the appropriate team Individual Education Plan team shall be notified and shall address the student’s needs in accordance with applicable law, regulations and SRC policy.[32][33][35]
Discipline

The district shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior.[29]

Legal
1. 22 PA Code 11.41
2. 24 P.S. 1326
3. 42 Pa. C.S.A. 6302
4. 24 P.S. 1327
5. 24 P.S. 1329
6. 24 P.S. 1330
7. 22 PA Code 11.23
8. 22 PA Code 11.25
9. 22 PA Code 12.1
10. 22 PA Code 11.22
11. 22 PA Code 11.28
12. Pol. 115 - Career and Technical Education
13. Pol. 116 - Tutoring
14. Pol. 117 - Homebound Instruction
15. Pol. 118 - Independent Study
16. 22 PA Code 11.34
17. 22 PA Code 11.32
18. 22 PA Code 11.5
19. 24 P.S. 1327.1
20. 22 PA Code 11.31
21. 22 PA Code 11.31a
22. Pol. 137 - Home Education Programs
23. 22 PA Code 11.21
24. 22 PA Code 11.26
25. 24 P.S. 1546
26. 24 P.S. 510.2
27. 24 P.S. 1332
28. 24 P.S. 1339
29. 24 P.S. 1333
30. 24 P.S. 1333.1
31. 24 P.S. 1333.2
32. Pol. 103.1 - Nondiscrimination-Qualified Students With Disabilities/Protected Handicapped Students
33. Pol. 113 - Special Education
34. Pol. 113.3 - Screening and Evaluations for Students With Disabilities
35. Pol. 114 - Gifted Education
22 PA Code 11.24
22 PA Code 11.8
THE SCHOOL DISTRICT
OF PHILADELPHIA

SECTION: 200 Pupils
TITLE: Confidential Communications About Student Information
ADOPTED:
REVISED:

207 (NEW) CONFIDENTIAL COMMUNICATIONS ABOUT STUDENT INFORMATION

Purpose

The School Reform Commission recognizes that certain written and oral communications between students and school personnel must be confidential.

Authority

The SRC directs school personnel to comply with all federal and state laws, including FERPA, regulations and SRC policy concerning confidential communications of students.

Information received in confidence from a student may be revealed to the student’s parent/guardian, building principal or other appropriate authority by the staff member who received the information when the health, welfare or safety of the student or other persons clearly is in jeopardy.[1]

Use of a student's confidential communications to school personnel in legal proceedings is governed by laws and regulations appropriate to the proceedings.[1][2][3]

Delegation of Responsibility

In qualifying circumstances, a staff member may reveal confidential information to the building principal and other appropriate authorities.

In qualifying circumstances, when the student or another person’s health, welfare or safety are in jeopardy, the building principal may reveal confidential information to a student's parent/guardian and other appropriate authorities, including law enforcement personnel.

Legal References:
1. 22 PA Code 12.12
2. 42 Pa. C.S.A. 5945
3. 42 Pa. C.S.A. 8337
THE SCHOOL DISTRICT
OF PHILADELPHIA

HEALTH EXAMINATIONS/SCREENINGS

Authority

In compliance with the Pennsylvania School Code of 1949, the School Reform Commission shall require that district students submit to health and dental examinations in order to protect the school community from the spread of communicable disease, and to ensure that each student's health status is at an optimal level and that the learning potential of each student is not lessened by a remediable physical disability.[1][2][3][4][6]

Each student shall provide written documentation of a comprehensive health examination conducted by a board certified physician, certified school nurse or certified nurse practitioner upon original entry, in sixth grade, ninth and eleventh grade.[11][16][2][4][5]

Each student shall provide written documentation of a comprehensive dental examination conducted by a private dentist or dental hygienist or a contracted school based dentist authorized by the district upon original entry, in third grade, and in seventh grade.[16][17][3][4][5]

A program of dental education shall be provided to all students in prekindergarten through grade seven.

A dental examination conducted at the parents'/guardians' request and expense shall be accepted in lieu of the examinations conducted by school-based dental providers. The district shall accept reports of privately conducted physical and dental examinations completed within one (1) year prior to a student’s entry into the grade where an exam is required.[5]

The certified school nurse shall administer to each student vision screenings, hearing screenings, scoliosis screenings, and annual growth screenings.[2][4][6]

A student who presents a statement signed by the parent/guardian that a medical examination is contrary to his/her religious beliefs shall be examined only when the Secretary of Health determines that the student presents a substantial menace to the health of others.[7][8]

Where it appears to school health officials or teachers that a student deviates from normal growth and development, or where school examinations reveal conditions requiring health or dental care, the parent/guardian shall be informed; and a recommendation shall be made that the
The parent/guardian consult a private physician or dentist. The parent/guardian shall be required to report to the school the action taken subsequent to such notification. If the parent/guardian fails to report the action taken, the certified school nurse or school physician shall coordinate a special medical examination for the student.[2][4][9]

Parents/Guardians of students who are required to receive grade mandated physical and dental examinations or screenings shall be notified. The notice shall include the form(s) to be completed by the physician and/or dentist and to provide the documentation to the school principal or certified school nurse. Such statement may also include notification that the student may be exempted from such examination or screening if it is contrary to the parent's/guardian's religious beliefs.[10][11][12]

Health Records
The district shall maintain for each student a comprehensive health record which includes a record of immunizations and the result of tests, measurements, regularly scheduled examinations and special examinations.[2]

All health records shall be confidential and shall be disclosed only when necessary for the health of the student or when requested by the parent/guardian, in accordance with law and SRC policy.[13][14]

Designated district staff shall request from the transferring school the health records of students transferring into district schools. Staff shall respond to such requests for the health records of students transferring from district schools to other schools.[13]

The district shall not destroy a student’s health record for a period of at least two (2) years after the student ceases to be enrolled, but may surrender the student’s health record portion thereof to the parent or guardian if the student does not re-enroll in an elementary or secondary school in Pennsylvania.[13][15]

Delegation of Responsibility

The Superintendent or designee shall instruct all staff members to continually observe students for conditions that indicate health problems or disability and to promptly report such conditions to the certified school nurse.[2]

The Superintendent or designee shall ensure that notice is provided to all parents/guardians regarding the existence of and eligibility for the Children's Health Insurance Program (CHIP).[9]

Legal References:
1. 24 P.S. 1401
2. 24 P.S. 1402
3. 24 P.S. 1403
4. 22 PA Code 12.41
5. 24 P.S. 1407
6. 28 PA Code 23.1 et seq
7. 24 P.S. 1419
8. 28 PA Code 23.45
9. 24 P.S. 1406
10. 24 P.S. 1405
11. 28 PA Code 23.2
12. 20 U.S.C. 1232h
13. 24 P.S. 1409
14. Pol. 216 - Student Records
15. Pol. 800 - Records Management
16. 24 P.S. 1410
17. 28 PA Code 23.3

Related Information:
24 P.S. 1401-1419
22 PA Code 403.1
55 PA Code 3270.131
55 PA Code 3270.132
55 PA Code 3270.241
Philadelphia Code of Ordinances - Title 6, Section 6-209
THE SCHOOL DISTRICT
OF PHILADELPHIA

CONTROLLED SUBSTANCES/PARAPHERNALIA

Purpose

The School Reform Commission recognizes that the abuse of controlled substances is a serious problem with legal, physical and social implications for the whole school community. As an educational institution, the schools shall strive to prevent abuse of controlled substances.

Definitions

For purposes of this policy, controlled substances shall include all:[1][2]

1. Controlled substances prohibited by federal and state laws.

2. Look-alike drugs.

3. Alcoholic beverages.

4. Anabolic steroids or other substances intended to enhance physical or athletic performance.

5. Drug paraphernalia.

6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.

7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal laws, such as but not limited to herbal incense or other products containing synthetic cannabinoids.

8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to SRC policy.[3][4]

For purposes of this policy, under the influence shall include any consumption or ingestion of controlled substances by a student.
For purposes of this policy, **look-alike drug** shall include any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance prohibited by this policy, or is used in a manner likely to induce others to believe the material is a controlled substance.

**Authority**

The SRC prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school-owned or leased property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities.[5][6][7]

The SRC may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school's educational, extracurricular or athletic programs resulting from violations of this policy.

**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.[8][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:[14]

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.[15][16]

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 develop administrative procedures to identify and control substance abuse in the schools which:

1. Establish procedures to deal with students suspected of using, possessing, being under the influence, or distributing controlled substances in school, up to and including expulsion and referral for prosecution.[14][17][18][19][20]

2. Disseminate to students, parents/guardians and staff the SRC policy and administrative procedures governing student abuse of controlled substances.

3. Discourage use of and provide education concerning the dangers of abusing controlled substances.

4. Establish procedures for education and readmission to school of students convicted of offenses involving controlled substances.

The Superintendent, Office of School Safety, or designee shall immediately report required incidents and may report discretionary incidents involving possession, use or sale of controlled substances 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][17][18][21][22][23]

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use or sale of controlled substances 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][21][24]

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of possession, use or sale of controlled substances to the Office for Safe Schools.[13][18]

Guidelines

No student may be admitted to a program that seeks to identify and rehabilitate the potential abuser without the intelligent, voluntary and aware consent of the student and parent/guardian.

Anabolic Steroids

The SRC prohibits the use of anabolic steroids by students involved in school-related athletics, except for a valid medical purpose. Body building and muscle enhancement, increasing muscle
**bulk or strength, or the enhancement** of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid.[25]

Students shall be made aware annually of the dangers of steroid use; that anabolic steroids are classified as controlled substances; and that their use, unauthorized possession, purchase, or sale could subject students to suspension, expulsion and/or criminal prosecution.[20][26]

**Legal References:**
1. 35 P.S. 780-102
2. 21 U.S.C. 812
3. Pol. 210 - Use of Medications/Medical Technology
5. 24 P.S. 510
6. 24 P.S. 511
7. 22 PA Code 12.3
8. 22 PA Code 10.23
9. 20 U.S.C. 1400 et seq
10. Pol. 103.1 - Nondiscrimination-Qualified Students With Disabilities/Protected Handicapped Students
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. 218 - Student Conduct and Discipline
15. Pol. 122 - Extracurricular Activities
16. Pol. 123 - Interscholastic Athletics
17. 24 P.S. 1302.1-A
18. 24 P.S. 1303-A
19. 42 Pa. C.S.A. 8337
20. Pol. 233 - Suspension and Expulsion
21. 22 PA Code 10.2
22. 22 PA Code 10.21
23. 22 PA Code 10.22
24. 22 PA Code 10.25
25. 35 P.S. 807.1
26. 35 P.S. 807.2

**Related Information:**
24 P.S. 696
22 PA Code 403.1
35 P.S. 780-101 et seq
35 P.S. 807.1 et seq
20 U.S.C. 7114
20 U.S.C. 7161
21 U.S.C. 801 et seq
34 CFR Part 300
ELECTRONIC DEVICES

Purpose

The School Reform Commission (SRC) adopts this policy to contribute toward the maintenance of an educational environment that is safe and secure for district students and employees. Further, the SRC recognizes that certain electronic devices can be used for educational purposes.

Definition

Electronic devices shall include all devices that can take photographs; record, play or edit audio or video data; store, transmit or receive calls, messages, data or images; perform online applications; or provide a wireless, unfiltered connection to the Internet.

Authority

The SRC requires this policy to be posted on the district's publicly accessible website.[1]

The district shall not be liable for the loss, damage or misuse of any electronic device. The district shall provide no technical support, troubleshooting, or repair for personal electronic devices.

Approved Use of Electronic Devices

Electronic devices may be used in the classroom, in education-related activities and in approved locations under the supervision of professional staff for educational purposes only. All use shall be in compliance with the Student Code of Conduct, the Acceptable Use Policy or as designated in an individualized education program (IEP).[2][3][4][5]

The district shall provide filtered Internet access for educational purposes for student use in accordance with the Children's Internet Protection Act and the Acceptable Use Policy. The district is not capable of filtering content for students using non-district network access, such as cellular smart phone networks. Parent/Guardians assume all responsibility for unfiltered access to the Internet via non-district Internet connections.[5]
Use of electronic devices for photography and/or recording may only occur when authorized by the building principal, district administration, or designated professional staff members for the purposes of participation in educational activities.

The building administrator may grant approval for possession and use of a telephone paging device/beeper by a student for the following reasons:[6]

1. Student is a member of a volunteer fire company, ambulance or rescue squad.
2. Student has a need due to the medical condition of an immediate family member.
3. Other reasons determined appropriate by the building principal.

Unauthorized Use of Electronic Devices

The SRC prohibits use of all electronic devices by students in locker rooms, bathrooms and other changing areas.

The SRC prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.

Audio and videotaping shall be consistent with state and federal laws. Recording anyone without their knowledge and permission is prohibited and may be punishable under federal, state and local laws.

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:[4]

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.[7][8]

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 annually notify students, parents/guardians and employees about this policy and its availability on the district's website.[1]

The Superintendent or designee shall develop administrative procedures to implement this policy.

Guidelines

Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the electronic device.[4][9][10]

Violations of this policy may constitute a crime under state and/or federal law and the district may report such conduct to state and/or federal law enforcement agencies.

Legal References:
1. 24 P.S. 510.2
2. 24 P.S. 510
3. Pol. 113 - Special Education
4. Pol. 218 - Student Conduct and Discipline
5. Pol. 815 - Acceptable Use of Internet, Technology and Network Resources
6. 24 P.S. 1317.1
7. Pol. 122 - Extracurricular Activities
8. Pol. 123 - Interscholastic Athletics
9. Pol. 226 - Searches
10. Pol. 233 - Suspension and Expulsion

Related Information:
Philadelphia Home Rule Charter - 12-300
THE SCHOOL DISTRICT OF PHILADELPHIA

STUDENT TEACHERS, INTERNS, AND RESIDENTS

Authority

The School Reform Commission encourages cooperation with colleges, universities, and approved educational providers within the state to assist in the training of student teachers, interns, and residents.

The SRC establishes that the district shall accept student teachers, interns, and residents from accredited institutions with which the district has a cooperative agreement approved by the SRC.

The SRC directs that student teachers, interns, and residents shall not be accepted into the district unless they have complied with the mandatory background check requirements for criminal history and child abuse and the district has evaluated the results of those screening processes.[1][2]

Definitions
For the purposes of this policy, the following definitions will apply:
A student teacher is defined as any individual serving in the School District of Philadelphia (“District”) in any instructional capacity but not formally employed by the District.

An intern is defined as any individual providing operational support in the District. These individuals is not may or may not be formally employed with the District.

A resident is defined as any individual serving in a District school in any instructional capacity that is not may or may not be formally employed by the District.

Delegation of Responsibility

The Superintendent or designee, with the agreement of the supervising teacher, administrator, or administrative department manager, shall be responsible to assign student teachers, interns, and residents to schools and/or administrative departments. Student teachers or residents shall be assigned to teachers who have met specific criteria established by the District.
The Superintendent or designee shall ensure distribution of student teachers and residents throughout the district so that no single group of students or teachers will be subject to excessive student teacher or resident classroom hours. Interns will be assigned by administrative department managers.

Student teachers, interns, and residents shall comply with the health examination requirements of the state and SRC policy applicable to district staff. [3][4][5][6][7]

While serving in district schools, student teachers, interns, and residents shall be responsible for their conduct to the supervising teacher, administrator, or administrative department manager.

**Arrest or Conviction Reporting Requirements**

Prior to being accepted into the District, student teachers, interns, and residents shall report arrests and convictions by submitting required backgrounds checks and clearances. Student teachers, interns, and residents shall likewise report arrests and/or convictions that occur subsequent to submitting required background checks and clearances on the designated form. A student teacher, intern, or resident who is required to report an arrest or conviction on the designated form can find the form to complete on the District Employee Relations website. [1]

While serving in the District, student teachers, interns, and residents shall use the designated form to report to the Superintendent or designee, within seventy-two (72) hours of the occurrence, an arrest or conviction required to be reported by law. [1]

While serving in the District, a student teacher, intern, or resident shall be required to report to the Superintendent or designee, in writing, within seventy-two (72) hours of notification, that s/he has been listed as a perpetrator in the Statewide database, in accordance with the Child Protective Services Law. [8]

A student teacher, intern, or resident shall be required to submit a current criminal history background check report if the Superintendent or designee has a reasonable belief that the student teacher, intern or resident was arrested or has been convicted of an offense required to be reported by law, and the student teacher or intern has not notified the Superintendent or designee. [1]

Failure to accurately report such arrests and convictions may subject the student teacher, intern, or resident to disciplinary action up to and including dismissal from the District and criminal prosecution. [1][8]

**Guidelines**

**Observers**
Student teachers, **interns, residents**, and faculty of other educational institutions shall be offered the opportunity to visit district schools and observe **classes**. Such observers must be treated as any other visitor and shall be under the direct supervision of the administrator or administrative department manager.[9]

**Legal References:**
1. 24 P.S. 111
2. 23 Pa. C.S.A. 6344
3. 24 P.S. 1418
4. 28 PA Code 23.43
5. 28 PA Code 23.44
6. 28 PA Code 23.45
7. Pol. 314 - Physical Examination
8. 23 Pa. C.S.A. 6344.3
9. Pol. 907 - School Visitors

**Related Information:**
24 P.S. 510
22 PA Code 8.1 et seq
23 Pa. C.S.A. 6301 et seq
Philadelphia Home Rule Charter - 12-300
ASSIGNMENT AND TRANSFER

Authority

The assignment and transfer of administrative, professional and support employees within the School District of Philadelphia (“District”) shall be determined by the management, supervisory, instructional and operational needs of the schools and the District in accordance with applicable laws and collective bargaining agreements.

The School Reform Commission (“SRC”) shall approve the initial assignment of all employees at the time of employment and when such assignments involve a move to a position requiring a certificate or credentials other than those required for the employee's present position.

The assignment or transfer of an employee to a position where the employee’s immediate supervisor would be a relative of the employee is prohibited. For purposes of this policy, relative shall be defined as father, mother, brother, sister, husband, wife, son, daughter, stepson, stepdaughter, grandchild, nephew, niece, first cousin, sister-in-law, brother-in-law, uncle, or aunt.[10]

Each applicant for transfer or reassignment from one position to another shall be required to submit an official child abuse clearance statement, unless the applicant is applying for a transfer from one position as a district employee to another position as a district employee and unless the applicant's official child abuse clearance statement is current.[1][2]

Each applicant for transfer or reassignment from a position without direct contact with students to a position with direct contact shall be required to submit criminal background checks as required by law. Such applicants shall report, on the designated form, arrests and convictions as specified on the form. Failure to accurately report such arrests and convictions may subject the individual to disciplinary action up to and including termination and criminal prosecution.[3][4]
Delegation of Responsibility

The Superintendent or designee shall provide a system of assignment or reassignment for district employees that includes consideration of requests for voluntary transfers.

The Superintendent shall have the authority to assign and reassign all district professional and support employees in accordance consistent with state law and applicable collective bargaining agreements. [5]

The Superintendent or designee, in considering any assignment or transfer, shall assure that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field or inexperienced teachers. [6]

To the extent possible, The District will make every effort to ensure that vacancies are posted to all appropriate employees.

When administratively possible, employees shall be informed of their assignments preceding the school year in which the assignments will be effective.

This policy shall not prevent reassignment of an employee during the school year for just cause, as determined by the SRC, subject to any applicable collective bargaining agreement.

-Guidelines

Head Start Program Staff

The assignment and transfer of individuals, including district employees, who will work primarily for the Prekindergarten Head Start program shall be in accordance with the policies and procedures approved by the Prekindergarten Head Start Policy Council and the SRC and in accordance with state law and applicable collective bargaining agreements. [5][7][8][9]

Legal References:
1. 23 Pa. C.S.A. 6344.3
2. 23 Pa. C.S.A. 6344.4
3. 24 P.S. 111
4. Pol. 317 - Conduct/Disciplinary Procedures
5. Philadelphia Home Rule Charter - 12-401
6. 20 U.S.C. 6312
7. 42 U.S.C. 9837
8. 45 CFR 1301.31
9. 45 CFR 1304.50
10. Employee Code of Ethics

Related Information:
24 P.S. 510
24 P.S. 696
Philadelphia Home Rule Charter - 12-308
22 PA Code 8.1 et seq
23 Pa. C.S.A. 6301 et seq
RESOLVED, that the School Reform Commission hereby ratifies the appointment of the following persons to the positions, on the effective dates through August 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

ABDULLAH, AARON                  TEACHER,FULL TIME                  ROOSEVELT ELEMENTARY SCHOOL 08/16/17  $46,694.00  ANNUAL SALARY
ADAMOLI, DAMN                     TEACHER,FULL TIME                  BALDI MIDDLE SCHOOL 08/16/17  $49,615.00  ANNUAL SALARY
AFANADOR, MARIA A                 COUNSELING ASSISTANT,BILINGUAL    KIRKBRIDE ELEMENTARY SCHOOL 08/16/17  $22,595.00  ANNUAL SALARY
AGUILAR, LEAH N                   STUDENT CLIMATE SPECIALIST,3 HOURS JACKSON, ANDREW SCHOOL 08/16/17  $7,101.00  ANNUAL SALARY
ALEXANDER, LAMAR E                SCHOOL CLIMATE MANAGER            LAMBERTON, ROBERT E ELEMENTARY 08/16/17  $64,217.00  ANNUAL SALARY
ALEXANDER, RYAN                    TEACHER,FULL TIME                  BLANKENBURG, RUDOLPH SCHOOL 08/16/17  $48,945.00  ANNUAL SALARY
ALLEN, LAMONT A                   GENERAL CLEANER, 8 HOURS           MEHERAN, AUSTIN MIDDLE SCHOOL 08/07/17  $19,828.00  ANNUAL SALARY
ALLEN, MAYA                       TEACHER,FULL TIME                  PENNELL, JOSEPH ELEMENTARY 08/16/17  $45,359.00  ANNUAL SALARY
ALLEN, NICHOLAS M                  SCHOOL COUNSELOR, 10 MONTHS       KENSINGTON HEALTH SCIENCES 08/16/17  $49,615.00  ANNUAL SALARY
ALLEN, TIGER                      STUDENT CLIMATE SPECIALIST,5 HOURS DEBURGOOS, J. ELEMENTARY 08/28/17  $11,721.00  ANNUAL SALARY
ALLEN, VERNELLE N                 SCHOOL COUNSELOR, SPECIAL ED       MEEGAN MIDDLE SCHOOL 08/16/17  $55,788.00  ANNUAL SALARY
ALTMAN, ANNIE                     TEACHER,FULL TIME                  PENNELL, JOSEPH ELEMENTARY 08/16/17  $45,359.00  ANNUAL SALARY
ALVAREZ, LORENA                   TEACHER,FULL TIME                  FELS, SAMUEL HIGH SCHOOL 08/16/17  $45,359.00  ANNUAL SALARY
ALVINO, LAURA                     TEACHER,FULL TIME                  KIRKBRIDE ACADEMY 08/16/17  $45,359.00  ANNUAL SALARY
ALZABADI, YAQDAN                  SUPPORTIVE SERVICES ASST, 3 HR   FRANK, ANNE SCHOOL 08/16/17  $8,749.00  ANNUAL SALARY
ANDOLINA, MICHAEL                  TEACHER,FULL TIME                  FIESTONVILLE ARTS & SCIENCES 08/16/17  $62,869.00  ANNUAL SALARY
ANSELA, JULIA                     TEACHER,FULL TIME                  SPRUNACE, GILBERT SCHOOL 08/16/17  $45,359.00  ANNUAL SALARY
ANTHONY, ALANA L                  TEACHER,FULL TIME                  TEMPORARY FOR PRE-HIRE 08/16/17  $45,359.00  ANNUAL SALARY
ARIO, ARIANNA                     TEACHER,FULL TIME                  KENSINGTON HEALTH SCIENCES 08/16/17  $45,359.00  ANNUAL SALARY
ARD, HELEN                       TEACHER,FULL TIME                  STRAWBERRY MANSION HIGH SCHOOL 08/16/17  $45,359.00  ANNUAL SALARY
ARNOLD, ADRIAN                    TEACHER,FULL TIME                  MAYFAIR SCHOOL 08/16/17  $67,788.00  ANNUAL SALARY
ARNOLD, BRAD M                    TEACHER,FULL TIME                  SPRUNACE, GILBERT SCHOOL 08/31/17  $45,359.00  ANNUAL SALARY
ASHBURY, DOMINIQUE S              GENERAL CLEANER, 8 HOURS          MOFFET, JOHN SCHOOL 09/20/17  $19,828.00  ANNUAL SALARY
ASH, STEPHANIE L                  TEACHER, SPECIAL EDUCATION        WIDENER MEMORIAL SCHOOL 08/16/17  $68,760.00  ANNUAL SALARY
ASHWELL, LINDSAY J                TEACHER, SPECIAL EDUCATION        HANCOCK DEMONSTRATION SCHOOL 08/16/17  $46,193.00  ANNUAL SALARY
ATABEK, LAURA C                   TEACHER,FULL TIME                  HARRAFAN, JOHN P. SCHOOL 08/16/17  $47,527.00  ANNUAL SALARY
ATKINSON, WILLIAM J               TEACHER, SPECIAL EDUCATION        SUNDEN ARTS/TECH HIGH SCHOOL 08/16/17  $47,527.00  ANNUAL SALARY
BACHMAN, AMBER                    TEACHER,FULL TIME                  MAITHAUM, JULES E. HIGH SCHOOL 08/16/17  $45,359.00  ANNUAL SALARY
BAILOWSKI, DANIELLE               TEACHER,FULL TIME                  KENSINGTON CARR STEAM 08/16/17  $62,368.00  ANNUAL SALARY
BAILEY, REGINALD B                CLIMATE SUPPORT SPECIALIST         BARTRAM, JOHN HIGH SCHOOL 08/16/17  $20,598.00  ANNUAL SALARY

A-1 September 14, 2017
BAILEY-SAMUELS, INDIYA C
EXT ACTVTS, NON-CONTRACT EMP-HR
CURR & INSTR SUPP - PHYS. ED.
08/10/17
$20.00
HOURLY RATE

BAKER, ELIZABETH A
TEACHER, FULL TIME
PENN TREATY HIGH SCHOOL
08/16/17
$45,359.00
ANNUAL SALARY

BANKS, CAMILLE
TEACHER, FULL TIME
TILDEN MIDDLE SCHOOL
08/16/17
$45,359.00
ANNUAL SALARY

BARNES, CAMILLE
TEACHER, FULL TIME
KENDERTON ELEMENTARY
08/16/17
$45,359.00
ANNUAL SALARY

BARBO, JENNIFER
SCHOOL COUNSELOR, 10 MONTHS
MASTRAUM, JULES E. HIGH SCHOOL
08/16/17
$46,694.00
ANNUAL SALARY

BARCUS, DONYELLE
SCHOOL CLIMATE MANAGER
MORTON, THOMAS G. SCHOOL
08/16/17
$64,217.00
ANNUAL SALARY

BARTHOLOMEW, JAMIE
TEACHER, FULL TIME
MCCABE, STEPHEN ELEMENTARY
08/16/17
$45,359.00
ANNUAL SALARY

BARTOK, JESSICA
TEACHER, FULL TIME
MCCABE, STEPHEN ELEMENTARY
08/16/17
$46,193.00
ANNUAL SALARY

BAKER, JAYDEN
SCHOOL COUNSELOR, 10 MONTHS
POTTERVILLE, W. J. SCHOOL
08/16/17
$45,359.00
ANNUAL SALARY

BARKER, JENNIFER
SCHOOL COUNSELOR
MCCABE, STEPHEN ELEMENTARY
08/16/17
$45,359.00
ANNUAL SALARY

BARLOW, KIMBERLY
SCHOOL COUNSELOR
MCCABE, STEPHEN ELEMENTARY
08/16/17
$45,359.00
ANNUAL SALARY
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<th>Name</th>
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<th>School/Office</th>
<th>Start Date</th>
<th>Salary</th>
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<td>Boateng, Bruce F</td>
<td>School Climate Manager</td>
<td>Rowe, William School</td>
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<td>Harding, Warren G. Middle School</td>
<td>07/31/17</td>
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<td>Bond, Charmelio D</td>
<td>Principal Fellow</td>
<td>Academy at Palumbo</td>
<td>08/16/17</td>
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<td>Bonds, Karen</td>
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<td>Borden-Krause, Gail</td>
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<td>Office of Specialized Services</td>
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<td>CAUSHAJ, MIMOZA</td>
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<td>RHAWNHURST SCHOOL</td>
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<td>ANNU</td>
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<td>BURGER, LENEHAN, DANIEL T</td>
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<td>MARSHALL, JOHN SCHOOL</td>
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<td>CARVER, ROBIN G</td>
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<td>CARLISLE, DENNIS</td>
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<td>08/16/17</td>
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<td>CAROLINE, ASHLEY</td>
<td>TEACHER, FULL TIME</td>
<td>MC CLURE, ALEXANDER K. SCHOOL</td>
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<td>ANNU</td>
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<td>CARABESE, DANIELLE</td>
<td>TEACHER, SPEC EDUCATION</td>
<td>ELLWOOD SCHOOL</td>
<td>08/16/17</td>
<td>ANNU</td>
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<td>CAROLINE, ASHLEY</td>
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<td>ROOSEVELT ELEMENTARY SCHOOL</td>
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<td>ANNU</td>
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<td>CAMERON, JONATHAN L</td>
<td>SCHOOL CLIMATE MANAGER</td>
<td>FRANKFORD HIGH SCHOOL</td>
<td>08/16/17</td>
<td>ANNU</td>
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<td>CAMPBELL, ALISON</td>
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<td>HUNTER, WILLIAM H. SCHOOL</td>
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<td>ANNU</td>
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<td>CENTRAL HIGH SCHOOL</td>
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<td>CAMPBELL, LASHAINNA K</td>
<td>TEACHER, FULL TIME</td>
<td>COMEGYS, BENJAMIN B. SCHOOL</td>
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<td>ANNU</td>
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Personnel Resolution
September 14, 2017
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GOULDRY, RACHEL W
TEACHER,FULL TIME
WEST PHILADELPHIA HIGH SCHOOL
08/16/17
$45,359.00 ANNUAL SALARY

GOUEVA, KIMBERLY
TEACHER,FULL TIME
EDISON, THOMAS A. HIGH SCHOOL
08/16/17
$67,789.00 ANNUAL SALARY

GOXHAJ, XHESIKA
TEACHER,FULL TIME
CARNELL, LAURA H. SCHOOL
08/16/17
$45,359.00 ANNUAL SALARY

GRAHAM, RAENA
TEACHER,SPEC EDUCATION
TILDEN MIDDLE SCHOOL
08/16/17
$46,193.00 ANNUAL SALARY

GRAHAM, RONALD L
SCHOOL CLIMATE MANAGER
PENROSE SCHOOL
08/16/17
$64,217.00 ANNUAL SALARY

GRAHAM, SHARRAE
TEACHER,FULL TIME
PARKWAY C.C. MIDDLE COLLEGE
08/16/17
$46,694.00 ANNUAL SALARY

GRAHAM, TIMOTHY
TEACHER RESIDENT
NORTHEAST HIGH SCHOOL
08/16/17
$38,611.00 ANNUAL SALARY

GRANATO, KIMBERLY A
TEACHER,FULL TIME
DUNBAR, PAUL L. SCHOOL
08/16/17
$45,359.00 ANNUAL SALARY

GRANT, MARTINA N
TEACHER,SPEC EDUCATION
DUNBAR, PAUL L. SCHOOL
08/16/17
$45,359.00 ANNUAL SALARY

GRANT-NORMAN, JAMILAH A
DATA SPECIALIST
OFFICE OF CHILD ACCOUNTING
08/21/17
$47,000.00 ANNUAL SALARY

GRECO, ALLYSON
TEACHER,FULL TIME
ELIKIN, LEWIS SCHOOL
08/16/17
$45,359.00 ANNUAL SALARY

GRECO, KIMBERLY
TEACHER,FULL TIME
SHERIDAN, PHILIP A. SCHOOL
08/16/17
$45,359.00 ANNUAL SALARY

GREEN, ALEXIS
TEACHER,FULL TIME
POTTER-TOMAS SCHOOL
08/16/17
$45,359.00 ANNUAL SALARY

GREEN, HEATHER R
TEACHER,FULL TIME
MORRIS, ROBERT SCHOOL
08/16/17
$73,453.00 ANNUAL SALARY

GREEN, RITAGAIL F
STUDENT CLIMATE STAFF,3 HOURS
MCCLUSKEY, JOHN F. SCHOOL
08/16/17
$6,602.00 ANNUAL SALARY

GREEN, SHAVESHA
TEACHER,FULL TIME
BETHUNE, MARY MCLEOD SCHOOL
08/16/17
$45,359.00 ANNUAL SALARY

GREEN, TIARA N
STUDENT CLIMATE STAFF,5 HOURS
CROSSROADS @ HUNTING PARK
08/16/17
$11,003.00 ANNUAL SALARY

GREEN, KIM Y
CLASSROOM ASST,SP ED,SV HND
WASHINGTON, GROVER JR. MIDDLE
08/16/17
$19,344.00 ANNUAL SALARY

GRICE, KORRY
SCHOOL CLIMATE MANAGER
NORTHEAST HIGH SCHOOL
08/16/17
$64,217.00 ANNUAL SALARY

GRIFFITH, LARA B
TEACHER,FULL TIME
OLNEY ELEMENTARY SCHOOL
08/16/17
$70,564.00 ANNUAL SALARY

GRIMES, SARAH K
TEACHER,FULL TIME
HESTON, EDWARD SCHOOL
08/16/17
$45,359.00 ANNUAL SALARY

GROGAN, VICTORIA L
TEACHER,FULL TIME
TEMPORARY FOR PRE-HIRES
08/16/17
$45,359.00 ANNUAL SALARY

GROSSO, MICHAEL J
RETIRED PRINCIPAL,BUILDING ADM
OFFICE OF SPECIALIZED SERVICES
08/01/17
$430.38 DAILY RATE

GSEIL, NATALIE
TEACHER,FULL TIME
AMY NORTHWEST
08/16/17
$45,359.00 ANNUAL SALARY

GUIDERA, CELIA M
TEACHER,FULL TIME
POTTER-TOMAS SCHOOL
08/16/17
$46,694.00 ANNUAL SALARY

GUILD, KRISTIN L
TEACHER,FULL TIME
TEMPORARY FOR PRE-HIRES
08/16/17
$46,694.00 ANNUAL SALARY

GUSMANO, OLIVIA
TEACHER,FULL TIME
HESTON, EDWARD SCHOOL
08/16/17
$45,359.00 ANNUAL SALARY

GUTIERREZ, ELAINE
TEACHER,FULL TIME
CAYUGA SCHOOL
08/16/17
$45,359.00 ANNUAL SALARY

HALL, CHANTAE J
CLASSROOM ASST,SP ED,SV HND
CASSIDY,LEWIS C ACADEMICS PLUS
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HALL, CORINNE
TEACHER,FULL TIME
FELTONVILLE ARTS & SCIENCES
08/16/17
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HAMILTON, SHELBY L
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MC MICHAEL, HORTON SCHOOL
08/16/17
$54,364.00 ANNUAL SALARY

HARE, JENNIFER
TEACHER,FULL TIME
SCIENCE LDLSP ACADEMY @ BEEBER
08/16/17
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HARLING, RISHA T
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EDMONDS, FRANKLIN S. SCHOOL
08/16/17
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HARMON, JEWEL N
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HOUSTON, HENRY R. SCHOOL
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HARRINGTON, ASHLEY
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HARRIS, JOUR J
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BOWIE, WILLIAM H. SCHOOL
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HART, JACQUELYN
TEACHER,FULL TIME
PRINCE HALL SCHOOL
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HARTLEY, ALEXANDRIA
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BRYANT, WILLIAM C. SCHOOL
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HARTMAN, KATHERINE E
TEACHER,FULL TIME
MC MICHAEL, HORTON SCHOOL
08/16/17
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HARVEY, ZENA A
FOOD SVCS UTILITY WORKER
GREENBERG, JOSEPH SCHOOL
08/29/17
$17,206.31 ANNUAL SALARY

HASSAN, LAURA N
TEACHER,FULL TIME
BALDI MIDDLE SCHOOL
08/16/17
$45,359.00 ANNUAL SALARY

HAWKINS-BUTTS, DEBORAH G
EXT ACTIVTS,NON-CONTRACT EMP-PR
EARLY CHILDHOOD EDUCATION
08/28/17
$19,344.00 ANNUAL SALARY

HAWKINSON, MEGAN M
TEACHER,FULL TIME
RHODES ELEMENTARY SCHOOL
08/16/17
$45,359.00 ANNUAL SALARY
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<td>Rhodes Elementary School</td>
<td>08/16/17</td>
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<td>Feltonville Arts &amp; Sciences School</td>
<td>08/16/17</td>
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<td>Frankford High School</td>
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TEACHER, FULL TIME  
BARRY, JOHN ELEMENTARY SCHOOL  
08/16/17  
$45,359.00 ANNUAL SALARY

LEE, JARRED A  
FOOD SVCs FIELD OPS SUPV  
FOOD SERVICES ADMIN & SUPPORT  
08/08/17  
$58,885.00 ANNUAL SALARY

LEE, NAQYIB  
STUDENT CLIMATE STAFF, 4 HOURS  
SHEPARD, ISAAC A. SCHOOL  
08/28/17  
$9,377.00 ANNUAL SALARY

LEEMON, PAIGE  
TEACHER, FULL TIME  
SOUTHWARK SCHOOL  
08/16/17  
$45,359.00 ANNUAL SALARY

LEHMAN, WENDY P  
TEACHER, FULL TIME  
LONGSTRETH, WILLIAM C. SCHOOL  
08/28/17  
$59,532.00 ANNUAL SALARY

LEHOTAY, ERIN  
TEACHER, SPEC EDUCATION  
FINLETTER, THOMAS K. SCHOOL  
08/16/17  
$46,193.00 ANNUAL SALARY

LEIS, KELSEY H  
TEACHER, FULL TIME  
CARNELL, LAURA H. SCHOOL  
08/16/17  
$46,694.00 ANNUAL SALARY

LEON, MEREDITH  
TEACHER, FULL TIME  
OVERBROOK EDUCATIONAL CENTER  
08/16/17  
$45,359.00 ANNUAL SALARY

LEONARD, NIA J  
TEACHER, FULL TIME  
PANG, SAMUEL SCHOOL  
08/16/17  
$51,113.00 ANNUAL SALARY

LEONE, HAILEY E  
TEACHER, FULL TIME  
MC MICHAEL, MORTON SCHOOL  
08/16/17  
$45,359.00 ANNUAL SALARY

LESLE, MELANIE  
GENERAL CLEANER, 8 HOURS  
PATTERSON, JOHN M. SCHOOL  
08/07/17  
$19,828.00 ANNUAL SALARY

LEVINE, ELIZABETH  
TEACHER, FULL TIME  
MC MICHAEL, MORTON SCHOOL  
08/16/17  
$45,359.00 ANNUAL SALARY

LEVINE, SAMANTHA M  
TEACHER, SPEC EDUCATION  
BARTON SCHOOL  
08/16/17  
$46,193.00 ANNUAL SALARY

LEWIS, JESSICA H  
TEACHER, FULL TIME  
TEMPORARY FOR PRE-HIRES  
08/16/17  
$45,359.00 ANNUAL SALARY

LEWIS, JOHN J  
TEACHER, FULL TIME  
HARDING, WARREN G. MIDDLE SCH  
08/16/17  
$45,359.00 ANNUAL SALARY

LEWIS, LISA M  
TEACHER, FULL TIME  
BRYANT, WILLIAM C. SCHOOL  
08/16/17  
$54,364.00 ANNUAL SALARY

LEWIS, NATHANIEL G  
EXT ACTIVTS, NON-CONTRACT EMP-HR  
EARLY CHILDHOOD EDUCATION  
08/28/17  
$25.00 HOURLY RATE

LIGHTFOOT-HAMIL, SANDRA  
STUDENT CLIMATE STAFF, 3 HOURS  
FINLETTER, THOMAS K. SCHOOL  
08/16/17  
$6,602.00 ANNUAL SALARY

LILLIENFELD, JON KEITH  
TEACHER, FULL TIME  
HUNTER, WILLIAM H. SCHOOL  
08/16/17  
$45,359.00 ANNUAL SALARY

LINDBERG, JAMES  
TEACHER, FULL TIME  
JACKSON, ANDREW SCHOOL  
08/16/17  
$46,694.00 ANNUAL SALARY

LINDSAY, QUINNITTA  
GENERAL CLEANER, 8 HOURS  
WARING, LAURA W. SCHOOL  
08/16/17  
$19,344.00 ANNUAL SALARY

LIPTOCK, BENJAMIN  
TEACHER, FULL TIME  
FELTONVILLE ARTS & SCIENCES  
08/16/17  
$45,359.00 ANNUAL SALARY

LISBY, RICHARD  
FOOD SVCs UTILITY WORKER  
PARKWAY-NORTHWEST HIGH SCHOOL  
08/29/17  
$17,206.31 ANNUAL SALARY

LITTLE, DOMINIQUE D  
STUDENT CLIMATE STAFF, 4 HOURS  
MEHEEAN, AUSTIN MIDDLE SCHOOL  
08/16/17  
$0.00 ANNUAL SALARY

LOPEZ, SHAWNTEL M  
TEACHER, SPEC EDUCATION  
FRANKFORD HIGH SCHOOL  
08/16/17  
$46,193.00 ANNUAL SALARY

LOWRY, DANON M  
GENERAL CLEANER, 8 HOURS  
WILSON, WOODROW MIDDLE SCHOOL  
08/07/17  
$19,828.00 ANNUAL SALARY

LUCAS, JENNIFER N  
TEACHER, SPEC EDUCATION  
HOUSTON, HENRY R. SCHOOL  
08/16/17  
$46,193.00 ANNUAL SALARY

LUEBBERT, CLARE P  
TEACHER, FULL TIME  
FRANKLIN LEARNING CENTER  
08/16/17  
$46,694.00 ANNUAL SALARY

LUEBBERT, MADELINE E  
TEACHER, FULL TIME  
KENSINGTON HEALTH SCIENCES  
08/16/17  
$46,694.00 ANNUAL SALARY

LUMME, KATHERINE R  
TEACHER, SPEC EDUCATION  
MITCHELL ELEMENTARY SCHOOL  
08/16/17  
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LYDON, ANDREW  
TEACHER, FULL TIME  
JUNIATA PARK ACADEMY  
08/16/17  
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LYNCH, BRIAN W  
TEACHER, SPEC EDUCATION  
FRANKLIN, BENJAMIN HIGH SCHOOL  
08/16/17  
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LYNCH, KAMI L  
TEACHER, SPEC EDUCATION  
GOMPER, SAMUEL SCHOOL  
08/16/17  
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MACDOUGALL, RACHEL A  
TEACHER, FULL TIME  
TEMPORARY FOR PRE-HIRES  
08/16/17  
$46,694.00 ANNUAL SALARY

MACMILLAN, SARAH  
TEACHER, FULL TIME  
BLANKENBURG, RUDOLPH SCHOOL  
08/16/17  
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MACK, ARTHUR K  
SUPPORTIVE SERVICES ASST, 3 HR  
MEADE, GEN. GEORGE G. SCHOOL  
08/28/17  
$9,749.00 ANNUAL SALARY

MACQUEEN, SUSAN A  
TEACHER, FULL TIME  
LINCOLN, ABRAHAM HIGH SCHOOL  
08/16/17  
$45,359.00 ANNUAL SALARY

MAHER, SCOTT  
TEACHER, FULL TIME  
FELTONVILLE ARTS & SCIENCES  
08/16/17  
$51,113.00 ANNUAL SALARY

MAGAZUL, FREDERICK J  
BUILDING ENGINEER TRAINER  
FACILITIES MGMT. & SERVICES  
07/24/17  
$26,806.00 ANNUAL SALARY

MAGILL, MELISSA A  
TEACHER, FULL TIME  
COOKE, JAY ELEMENTARY SCHOOL  
08/16/17  
$45,359.00 ANNUAL SALARY

MAISONET, ASHLEY  
TEACHER, FULL TIME  
BARRY, JOHN ELEMENTARY SCHOOL  
08/16/17  
$45,359.00 ANNUAL SALARY

MALKIN, JADY L  
ONE TO ONE ASST, SPECIAL ED  
FOX CHASE SCHOOL  
08/16/17  
$19,344.00 ANNUAL SALARY

MALKOY, SPENCER P  
TEACHER, FULL TIME  
FRANKFORD HIGH SCHOOL  
08/16/17  
$45,359.00 ANNUAL SALARY
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<td>Mccoy, Badrinya A</td>
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<td>Armstrong, Chester A. School</td>
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<td>08/16/17</td>
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<tr>
<td>STEWART, ERIN</td>
<td>School Counselor, 10 Months BARTRAM, JOHN HIGH SCHOOL</td>
<td></td>
<td>08/16/17</td>
<td>$46,994.00 Annual Salary</td>
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<tr>
<td>STEWART, GRETCHEN M</td>
<td>Principal Fellow</td>
<td>BACHE-MARTIN SCHOOL</td>
<td>08/16/17</td>
<td>$89,000.00 Annual Salary</td>
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<td>STEWART, LATRINA</td>
<td>Asst Principal</td>
<td>CASSIDY, LEWIS C ACADEMICS PLUS</td>
<td>08/16/17</td>
<td>$92,349.00 Annual Salary</td>
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<td>STEWART, ROSALINDA D</td>
<td>General Cleaner, 8 Hours LABRINC, G. HARRY MIDDLE SCHOOL</td>
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<td>07/31/17</td>
<td>$19,928.00 Annual Salary</td>
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<td>STIEBENHOFER, BETH A</td>
<td>Family Service Field REP HEAD START CENTRAL OFFICE</td>
<td></td>
<td>08/28/17</td>
<td>$30,101.00 Annual Salary</td>
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<tr>
<td>STOCUM, MACKENZIE</td>
<td>Teacher, Full Time</td>
<td>SHEPPARD, ISAAC A. SCHOOL</td>
<td>08/16/17</td>
<td>$45,359.00 Annual Salary</td>
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<tr>
<td>STOLTZFUSS, MICHAEL</td>
<td>Teacher, Full Time</td>
<td>EDMUNDS, FRANKLIN S. SCHOOL</td>
<td>08/16/17</td>
<td>$54,364.00 Annual Salary</td>
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<tr>
<td>STOTT, TFISHA R</td>
<td>One to One Asst, Special Ed BLANKENH, RUDOLPH SCHOOL</td>
<td></td>
<td>08/16/17</td>
<td>$57,451.00 Annual Salary</td>
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<td>STRAIN, ELLEN M</td>
<td>Teacher, Full Time</td>
<td>BACH-MARTIN SCHOOL</td>
<td>08/16/17</td>
<td>$56,000.00 Annual Salary</td>
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<tr>
<td>STREHLOW, BRETT A</td>
<td>Teacher, Spec Education MITCHELL ELEMENTARY SCHOOL</td>
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<td>08/16/17</td>
<td>$58,701.00 Annual Salary</td>
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<td>SUAREZ, DEANNA</td>
<td>Teacher, Spec Education HARTFORD, JOHN P. SCHOOL</td>
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<td>08/16/17</td>
<td>$46,994.00 Annual Salary</td>
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<tr>
<td>SUGDEN, SYLVIA A</td>
<td>Teacher, Full Time</td>
<td>TEMPORARY FOR PRE-HIRES</td>
<td>08/16/17</td>
<td>$45,359.00 Annual Salary</td>
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</table>
Personnel Resolution
September 14, 2017
Page 23

SUDMARK, ADIELLA C
TEACHER, FULL TIME
WASHINGTON, MARTHA SCHOOL
08/16/17
$45,359.00
ANNUAL SALARY

SUNIVICH, CATHLIN M
TEACHER, FULL TIME
TEMPORARY FOR PRE-HIRES
08/16/17
$45,359.00
ANNUAL SALARY

SWEENE, EILEEN G
SECRETARY I
MCDANIEL, DELAPLAIN SCHOOL
08/16/17
$23,178.00
ANNUAL SALARY

SWEENE, KRISTIN L
TEACHER, FULL TIME
TEMPORARY FOR PRE-HIRES
08/16/17
$46,694.00
ANNUAL SALARY

SWEENE, SAMANTHA
TEACHER, FULL TIME
BARTRAM, JOHN HIGH SCHOOL
08/16/17
$45,359.00
ANNUAL SALARY

SWEENE, SHANNON M
TEACHER, SPEC EDUCATION
ROOSEVELT ELEMENTARY SCHOOL
08/16/17
$50,195.00
ANNUAL SALARY

SNERDOFF, ALEXANDRA
TEACHER, FULL TIME
ACADEMY AT PALUMBO
08/16/17
$45,359.00
ANNUAL SALARY

TABLEY, KENYA J
ONE TO ONE ASSIST, SPEC EDUCATION
WIDENER MEMORIAL SCHOOL
08/16/17
$19,344.00
ANNUAL SALARY

TADDONIA, JACQUELINE A
TEACHER, FULL TIME
LONELL, JAMES R. SCHOOL
08/16/17
$60,453.00
ANNUAL SALARY

TALLEY, SHANADA F
TEACHER, SPEC EDUCATION
STEEL, EDWARD SCHOOL
08/31/17
$46,193.00
ANNUAL SALARY

TARKELL, JULIANNA K
TEACHER, FULL TIME
KELLY, JOHN B. SCHOOL
08/16/17
$46,694.00
ANNUAL SALARY

TAYLOR, CHRISTINA D
EXPT ACTIVTS, NON-CONTRACT EMP-HIRES
EARLY CHILDHOOD EDUCATION
08/28/17
$5,150.00
HOURLY RATE

TAYLOR, JASMINE
CLASSROOM ASST, SP ED, SV HND
SHARPSWOOD, GEORGE SCHOOL
08/16/17
$19,344.00
ANNUAL SALARY

TAYLOR, MARC R
TEACHER RESIDENT
FRANKFORD HIGH SCHOOL
08/28/17
$38,611.00
ANNUAL SALARY

TAYLOR, TIEST
TEACHER, FULL TIME
TEMPORARY FOR PRE-HIRES
08/16/17
$46,694.00
ANNUAL SALARY

TEGGN, BARANIK, JOHN
TEACHER, FULL TIME
ENGINEERING & SCIENCE HIGH SCHOOL
08/16/17
$46,694.00
ANNUAL SALARY

TEGLO, SELENA
TEACHER, SPEC EDUCATION
WAGNER, GEN. LOUIS MIDDLE SCHOOL
08/16/17
$45,359.00
ANNUAL SALARY

TEPS, LINDSAY S
TEACHER, FULL TIME
MCDANIEL, DELAPLAIN SCHOOL
08/16/17
$46,694.00
ANNUAL SALARY

TESSLER, RYAN D
TEACHER, FULL TIME
ROOSEVELT ELEMENTARY SCHOOL
08/16/17
$53,282.00
ANNUAL SALARY

THOMAS, ASHLEY M
TEACHER, FULL TIME
CUNNINGHAM, DONNA SCHOOL
08/16/17
$64,045.00
ANNUAL SALARY

THOMAS, BRITTNEY
TEACHER, FULL TIME
CREATIVE AND PERFORMING ARTS
08/16/17
$64,045.00
ANNUAL SALARY

THOMAS, MARILLE F
EXECUTIVE ASSISTANT
CHIEF EXECUTIVE OFFICE
08/02/17
$59,000.00
ANNUAL SALARY

THORNTON, ERICA
TEACHER, FULL TIME
MCDANIEL, DELAPLAIN SCHOOL
08/16/17
$53,282.00
ANNUAL SALARY

TINARI-SHORE, KIMBERLY
TEACHER, FULL TIME
MCDANIEL, DELAPLAIN SCHOOL
08/16/17
$57,034.00
ANNUAL SALARY

TOFF, KOSSEV
ONE TO ONE ASST, SPEC EDUCATION
LAMBERTON, ROBERT B ELEMENTARY SCHOOL
08/16/17
$19,344.00
ANNUAL SALARY

TOMARELLI, MARY K
TEACHER, FULL TIME
JENKS ACADEMY ARTS & SCIENCES
08/16/17
$79,586.00
ANNUAL SALARY

TOSCANO, JACQUELINE K
TEACHER, FULL TIME
MCDANIEL, DELAPLAIN SCHOOL
08/16/17
$64,045.00
ANNUAL SALARY

TOCHEN, JACLYN A
COUNSELING ASST, BILINGUAL
SOUTH PHILADELPHIA H.S.
08/16/17
$22,595.00
ANNUAL SALARY

TREES, LAURA
TEACHER, FULL TIME
RHODES, S. SCHOOL
08/16/17
$45,359.00
ANNUAL SALARY

TRESSLER, ASHLEY
TEACHER, FULL TIME
BROWN, HENRY A. SCHOOL
08/16/17
$45,359.00
ANNUAL SALARY

TRICE, QUAMIR D
TEACHER, FULL TIME
BETHUNE, MARY McGEO SCHOOL
08/16/17
$27,956.00
ANNUAL SALARY

TSHANGAYE, SAMUEL M
BUILDING ENGINEER TRAINEE
HANCOCK DEMONSTRATION SCHOOL
07/24/17
$26,808.00
ANNUAL SALARY

TSANG, YI HAN
TEACHER, FULL TIME
EDISON, THOMAS A HIGH SCHOOL
08/16/17
$67,789.00
ANNUAL SALARY

TUFFS, GABRIEL G
TEACHER, FULL TIME
HANCOCK DEMONSTRATION SCHOOL
08/16/17
$67,789.00
ANNUAL SALARY

TUGGLES, QUIANA L
EXPT ACTIVTS, NON-CONTRACT EMP-HIRES
EDISON, THOMAS A HIGH SCHOOL
08/16/17
$53,282.00
ANNUAL SALARY

TUGGLES, QUIANA L
EXPT ACTIVTS, NON-CONTRACT EMP-HIRES
EDISON, THOMAS A HIGH SCHOOL
08/16/17
$53,282.00
ANNUAL SALARY

TURNER, ALAN P
TEACHER, FULL TIME
MARSHALL, JOHN SCHOOL
08/16/17
$45,359.00
ANNUAL SALARY

TYLER, KADIRA T
GENERAL CLEANER, SUPPLEMENTAL
PER DIEM
07/31/17
$9.56
HOURLY RATE

UDELL, CRAIG
TEACHER, FULL TIME
HOPPINSON, FRANCIS SCHOOL
08/16/17
$46,694.00
ANNUAL SALARY

UDITZKY, BONNIE S
RETIRED PRINCIPAL, BUILDING ADM
OFFICE OF SPECIALIZED SERVICES
08/01/17
$430.38 DAILY RATE
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<tr>
<th>Name</th>
<th>Position</th>
<th>School</th>
<th>Start Date</th>
<th>Hours</th>
<th>Base Salary</th>
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<tbody>
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<td>Wesley, Ashley M</td>
<td>Student Climate Staff, 5 hours</td>
<td>Marshall, Thurgood School</td>
<td>08/16/17</td>
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<td>$11,003.00</td>
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<tr>
<td>Wen, Chenyi</td>
<td>Counseling Assistant</td>
<td></td>
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<tr>
<td>Weinke, Jody</td>
<td>Teacher, Full Time</td>
<td>Philadelphia Military Academy</td>
<td>08/16/17</td>
<td></td>
<td>$45,359.00</td>
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<td>Webber, Margaret W</td>
<td>Teacher, Full Time</td>
<td>Gideon, Edward School</td>
<td>08/16/17</td>
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<td>$45,359.00</td>
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<td>Webster, Erica L</td>
<td>Teacher, Full Time</td>
<td>Philadelphia Military Academy</td>
<td>08/16/17</td>
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<td>$45,359.00</td>
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<td>Weinke, Jody</td>
<td>Teacher, Full Time</td>
<td>Locke, Alain School</td>
<td>08/16/17</td>
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<td>Retired Principal, Building Admin</td>
<td>Office of Specialized Services</td>
<td>08/16/17</td>
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<td>$45,359.00</td>
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<td>Wen, Sheila T</td>
<td>Counseling Assistant, Bilingual</td>
<td>Central High School</td>
<td>08/16/17</td>
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<td>$45,359.00</td>
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<tr>
<td>Wesley, Ashley M</td>
<td>Student Climate Staff, 5 hours</td>
<td>Marshall, Thurgood School</td>
<td>08/16/17</td>
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<td>$11,003.00</td>
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Personnel Resolution
September 14, 2017
Page 25

WESSELS, JAMIE A  TEACHER,FULL TIME  OVERBROOK ELEMENTARY SCHOOL  08/16/17  $45,359.00  ANNUAL SALARY

WESTON, AARON  TEACHER,FULL TIME  CLEMENTE, ROBERTO MIDDLE SCHL  08/16/17  $56,531.00  ANNUAL SALARY

WESTON, MARY  TEACHER,FULL TIME  CHILDS, GEORGE W. SCHOOL  08/16/17  $46,694.00  ANNUAL SALARY

WETZEL, JUSTINE L  TEACHER,FULL TIME  MARSHALL, JOHN SCHOOL  08/16/17  $57,451.00  ANNUAL SALARY

WHITAKER, TONA T  SCHOOL NURSE  LONGSTRETH, WILLIAM C. SCHOOL  08/16/17  $53,282.00  ANNUAL SALARY

WHITE, OLIVIA T  TEACHER,FULL TIME  ALLEN, DR. ETHEL SCHOOL  08/16/17  $46,694.00  ANNUAL SALARY

WHITE, COREY D  TEACHER,FULL TIME  BARTRAM, JOHN HIGH SCHOOL  08/16/17  $46,694.00  ANNUAL SALARY

WHITE, JEVON  STUDENT CLIMATE STAFF, 5 HOURS  BUCKNELL, DONALD HIGH SCHOOL  08/28/17  $18,199.18  ANNUAL SALARY

WHITE, NICOLE R  TEACHER,FULL TIME  PENN TREATY HIGH SCHOOL  08/16/17  $46,694.00  ANNUAL SALARY

WHITE, TYSANIEK L  CLASSROOM ASSISTANT, SP ED, SV HND  PENN TREATY HIGH SCHOOL  08/16/17  $19,344.00  ANNUAL SALARY

WIELAND, ERIC  TEACHER,FULL TIME  RHODES ELEMENTARY SCHOOL  08/16/17  $45,359.00  ANNUAL SALARY

WILLIBUR, MONICA  TEACHER,FULL TIME  ACADEMY AT PALOMBO  08/16/17  $45,359.00  ANNUAL SALARY

WILLIAMS, AIRNESHER L  CLASSROOM ASSISTANT, SP ED, SV HND  WASHINGTON, GEORGE HIGH SCHOOL  08/16/17  $19,344.00  ANNUAL SALARY

WILLIAMS, ANTHONY  TEACHER,FULL TIME  BRYANT, WILLIAM C. SCHOOL  08/16/17  $49,615.00  ANNUAL SALARY

WILLIAMS, CHARLES  TEACHER,FULL TIME  BETHUNE, MARY MCELDO SCHOOL  08/16/17  $45,359.00  ANNUAL SALARY

WILLIAMS, JUDITH S  FOOD SVCs WORKER III  KINSEY, JOHN L. SCHOOL  08/28/17  $18,199.18  ANNUAL SALARY

WILLIAMS, KAITLIN M  TEACHER,FULL TIME  PENROSE SCHOOL  08/16/17  $45,359.00  ANNUAL SALARY

WILLIAMS, KAMINA  TEACHER,FULL TIME  LOWELL, JAMES R. SCHOOL  08/16/17  $45,359.00  ANNUAL SALARY

WILLIAMS, LAMAR R  STUDENT CLIMATE STAFF, 3 HOURS  HIGH SCHOOL OF THE FUTURE  08/16/17  $6,602.00  ANNUAL SALARY

WILLIAMS, NICOLE D  TEACHER,FULL TIME  MAYFAIR SCHOOL  08/16/17  $46,694.00  ANNUAL SALARY

WILLIAMS, RAYMOND D  STUDENT CLIMATE STAFF, 5 HOURS  BARTRAM, JOHN HIGH SCHOOL  08/28/17  $11,721.00  ANNUAL SALARY

WILLIAMS, THEODORE  FOOD SVCs WORKER SENIOR  PEIRCE, THOMAS M. SCHOOL  08/31/17  $15,965.62  ANNUAL SALARY

WILLIAMSON, ERIN  TEACHER,FULL TIME  SPRING GARDEN SCHOOL  08/16/17  $70,564.00  ANNUAL SALARY

WILSON, Katelynn  EXP ACTIVTS, NON-CONTRACT EMP-HR Curr & Insr Supp - Phys.Ed.  08/10/17  $20.00  Hourly Rate

WILSON, MALCOLM  SCHOOL CLIMATE MANAGER  BARTRAM, JOHN HIGH SCHOOL  08/16/17  $64,217.00  ANNUAL SALARY

WILSON, VINCENT  ONE TO ONE ASST, SPECIAL ED  MC MICHAEI, MORTON SCHOOL  08/16/17  $19,344.00  ANNUAL SALARY

WISNIEWSKI, JULIA  TEACHER,FULL TIME  MEDANIEL, DELAPLANE SCHOOL  08/16/17  $46,694.00  ANNUAL SALARY

WIZOY, REBECCA  TEACHER,FULL TIME  FRANKFORD HIGH SCHOOL  08/16/17  $45,359.00  ANNUAL SALARY

WOLKENHAUER, NATHAN A  TEACHER,FULL TIME  BLANKENBURG, RUDOLPH SCHOOL  08/16/17  $57,451.00  ANNUAL SALARY

WONG, BRYANT  TEACHER,FULL TIME  POTTER-THOMAS SCHOOL  08/16/17  $46,694.00  ANNUAL SALARY

WOOD, LAUREN  TEACHER,FULL TIME  WEBSTER, JOHN H. SCHOOL  08/16/17  $46,694.00  ANNUAL SALARY

WOODCOCK, NATHAN J  TEACHER,FULL TIME  MCBRIDE, AUSTIN MIDDLE SCHOOL  08/16/17  $45,359.00  ANNUAL SALARY

WOODWARD, AUBREY J  TEACHER,FULL TIME  ALLEN, DR. ETHEL SCHOOL  08/16/17  $46,694.00  ANNUAL SALARY

WRIGHT, ERIC A  TEACHER, SPECIAL EDUCATION  PENN TREATY HIGH SCHOOL  08/16/17  $54,534.00  ANNUAL SALARY

YI, DANBI  TEACHER,FULL TIME  PUNNLESS, HORACE HIGH SCHOOL  08/16/17  $46,694.00  ANNUAL SALARY

YI, ESTHER D  TEACHER,FULL TIME  BLAINE, JAMES G. SCHOOL  08/16/17  $46,694.00  ANNUAL SALARY

YOUNG, CHRISTEN F  TEACHER,FULL TIME  TEMPORARY FOR PRE-HIRES  08/16/17  $46,694.00  ANNUAL SALARY

YOUNG, JASMIN  ONE TO ONE ASST, SPECIAL ED  CROSSAN, KENNEDY C. SCHOOL  08/16/17  $19,344.00  ANNUAL SALARY

ZANONI, MARCO  RETIRED PRINCIPAL, BUILDING ADM  OFFICE OF SPECIALIZED SERVICES  08/01/17  $430.38  DAILY RATE

ZAYAS, JOHN P  TEACHER,FULL TIME  HARDING, WARREN G. MIDDLE SCH  08/16/17  $46,694.00  ANNUAL SALARY

ZEMON, MIRIAM  TEACHER,FULL TIME  MCDANIEL, DELAPLANE SCHOOL  08/16/17  $46,694.00  ANNUAL SALARY

ZIMMERMANN, ANNA-LIISA  TEACHER,FULL TIME  CENTRAL HIGH SCHOOL  08/16/17  $62,368.00  ANNUAL SALARY

ZIMMERMANN, MICHAEL  TEACHER,FULL TIME  HOPKINSON, FRANCIS SCHOOL  08/16/17  $60,202.00  ANNUAL SALARY
ZOCCOLA, DIANNE  
TEACHER, SPEC EDUCATION  
SAYRE, WILLIAM L. HIGH SCHOOL  
08/16/17  
$46,193.00  
ANNUAL SALARY

ZODA, MICHAEL  
TEACHER, FULL TIME  
KEARNY, GEN. PHILIP SCHOOL  
08/16/17  
$45,359.00  
ANNUAL SALARY

ZUBROFF, SARA  
TEACHER, FULL TIME  
KENSDTINGTON HIGH SCHOOL  
08/16/17  
$69,207.00  
ANNUAL SALARY

ZUBRZYCKI, ASHLEY A  
TEACHER, FULL TIME  
TEMPORARY FOR PRE-HIRES  
08/16/17  
$45,359.00  
ANNUAL SALARY

ZUINO, ALLISON  
TEACHER, FULL TIME  
CARNELL, LAURA H. SCHOOL  
08/16/17  
$45,359.00  
ANNUAL SALARY

THE FOLLOWING EMPLOYEES HAVE BEEN TERMINATED

ABRUZZO, JACLYN  
TEACHER, SPEC EDUCATION  
08/24/17

BASHORE, JILLIAN  
TEACHER, SPEC EDUCATION  
08/21/17

BATTALLIO, TYLIA I  
STUDENT CLIMATE STAFF, 5 HOURS  
06/14/17

BATTLE, SAMANTHA R  
TEACHER, FULL TIME  
07/01/17

BAUER, KELLY  
TEACHER, FULL TIME  
07/01/17

BELTON, AISHA M  
SCHOOL NURSE  
08/24/17

BLENHEIM, CHRISTOPHER L  
TEACHER, FULL TIME  
07/01/17

BOGGIS, BETH S  
TEACHER, SPEC EDUCATION  
07/08/17

BOSTIC, BRETT D  
TEACHER, FULL TIME  
07/01/17

BULL, BENJAMIN  
TEACHER, FULL TIME  
08/16/17

CARLIN, RYAN J  
TEACHER, FULL TIME  
07/01/17

CASPER, ROSEMARY P  
TEACHER, FULL TIME  
07/08/17

CESCHAN, KAREN  
TEACHER, FULL TIME  
08/16/17

COHEN, NICOLE L  
TEACHER, FULL TIME  
08/31/17

COHAIN, BERNADETTE  
ONE TO ONE ASST, SPECIAL ED  
12/24/14

CRAYTON, GINA K  
SCHOOL POLICE OFFICER  
08/16/17

DAVIS, KIMBERLY A  
TEACHER, FULL TIME  
07/08/17

DOYLE, ELIZABETH  
TEACHER, FULL TIME  
08/16/17

DRIADON, DANIELLE C  
TEACHER, FULL TIME  
08/16/17

DUGGAN, KELLY E  
TEACHER, FULL TIME  
07/01/17

EGAN, FAUL T  
TEACHER, FULL TIME  
07/01/17

EVERETT, DARRIEN L  
SCHOOL POLICE OFFICER  
08/02/17

FLANAGAN, JANEL R  
TEACHER, FULL TIME  
07/01/17

FLANAGAN, MARY I  
TEACHER, FULL TIME  
08/16/17

FOWLER, KAREN J  
TEACHER, FULL TIME  
07/01/17

GILLIAM, SHANIQUA T  
ONE TO ONE ASST, SPECIAL ED  
08/27/17

GOLDSTEIN, BRITTANY L  
TEACHER, SPEC EDUCATION  
08/16/17

GRAHAM, CARL A  
SCHOOL POLICE OFFICER  
08/10/17

HADLANE, KIMBERLEE P  
TEACHER, FULL TIME  
08/16/17

HEIN, PATRICK J  
TEACHER, FULL TIME  
07/08/17

HINES, LAUREN M  
FOOD SVCS WORKER I  
06/21/17

HOLT, ADRIANE N  
TEACHER, FULL TIME  
07/01/17

HUGHES, TIFFANY N  
SCHOOL PSYCHOLOGIST  
07/01/17
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Date</th>
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<tbody>
<tr>
<td>JACKSON, KHALIA M</td>
<td>TEACHER, FULL TIME</td>
<td>07/01/17</td>
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<tr>
<td>JENKINS, ELLEN J</td>
<td>TEACHER, FULL TIME</td>
<td>07/01/17</td>
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<tr>
<td>JERNIGAN, TYNITA M</td>
<td>ONE TO ONE ASST, SPECIAL ED</td>
<td>06/09/17</td>
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<td>JOHNS, RASHEEDA D</td>
<td>STUDENT CLIMATE STAFF, 4 HOURS</td>
<td>06/30/17</td>
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<td>KAMINSKI, TAYLOR P</td>
<td>TEACHER, FULL TIME</td>
<td>07/01/17</td>
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<td>KENNELLY, STEPHANIE R</td>
<td>TEACHER, FULL TIME</td>
<td>07/01/17</td>
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<tr>
<td>KINNEER, MEAGAN</td>
<td>TEACHER, FULL TIME</td>
<td>08/16/17</td>
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<tr>
<td>KOWALIK, KRISTEN M</td>
<td>TEACHER, FULL TIME</td>
<td>07/01/17</td>
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<td>KOZEMCHAK, ELIZABETH C</td>
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<td>08/16/17</td>
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FURTHER RESOLVED, that Breanna D. Mitchell be dismissed from the position of One-to-One Autistic Classroom Assistant with the School District of Philadelphia effective September 14, 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 this 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.