

**SCHOOL REFORM COMMISSION
PUBLIC MEETING
RESOLUTION SUMMARY**

JANUARY 18, 2018

I. SCHOOL REFORM COMMISSION

SRC-1

Adoption of Proposed Policies: Policy 138 English Development/Bilingual Education Program; Policy 235.1 Surveys; Policy 335 Family and Medical Leaves; Policy 624 Capital Asset; Policy 212 Reporting of Student Progress; Policy 218.1 Weapons; Policy 342 Jury Duty; Policy 806 Child Abuse; Policy 811 Bonding

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

Policy 138 English Development/Bilingual Education Program
Policy 235.1 Surveys
Policy 335 Family and Medical Leaves
Policy 624 Capital Asset

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

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

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.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Tuesday, January 9, 2018. Please reference the Resolution Number and include your name and email address.

SRC-2 (Updated 1.11.18)

Review of Proposed Policies: Policy 247 Hazing; Policy 718 Service Animals in Schools; Policy 824 Maintaining Professional Adult/Student Boundaries; Policy 216 Student Records; Policy 226 Searches; Policy 251 Students Experiencing Homelessness; Policy 336 Personal Leave; Policy 808 Food Services (FOR REVIEW – NO ACTION)

RESOLVED, that the School Reform Commission hereby adopts the following SRC Policy, in the form attached, effective February 15, 2018:

Policy 247 Hazing
Policy 718 Service Animals in Schools
Policy 824 Maintaining Professional Adult/Student Boundaries

FURTHER RESOLVED, that the School Reform Commission hereby adopts amendments to the following SRC Policies, in the forms attached, effective February 15, 2018:

Policy 216 Student Records
Policy 226 Searches
Policy 251 Students Experiencing Homelessness
Policy 336 Personal Leave
Policy 808 Food Services

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.

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SRC-3

Authorization for the Continuation of the Accountability Review Council

RESOLVED, that the School Reform Commission amend resolution SRC-3 dated November 19, 2008 and authorize the continuation of an Accountability Review Council, which shall analyze and evaluate the findings and recommendations of the School District related to student achievement, so as to validate the results of student and school achievement and to communicate its findings, in a user-friendly format, to the School District's stakeholders.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Tuesday, January 9, 2018. Please reference the Resolution Number and include your name and email address.

Description: To address the need to monitor the progress of the District’s reform measures, the partnership agreement between the then Governor Schweiker and Mayor Street called for the created of an “independent assessment and reporting center.” The Pennsylvania School Code was then amended to provide for an independent educational assessment and reporting center, to provide for the evaluation, analysis, and communication of school performance. This independent reporting center was named the Accountability Review Council.

SRC-4

Administration’s Recommended Termination of Professional Employees

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

1. F. W.

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-5 (Updated 1.18.18)

Application for Charter Renewal – Memphis Street Academy Charter School at J. P. Jones

WHEREAS, in January, 2010, the School Reform Commission (“SRC”) adopted the Renaissance Schools Initiative Policy, which implemented the Renaissance Schools Initiative of The School District of Philadelphia (“School District”); and

WHEREAS, the J.P. Jones Middle School (“J.P. Jones”) had been identified as a School District school which needed fundamental change through the Renaissance Schools Initiative; and

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

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

WHEREAS, pursuant to the Charter School Law, 24 P.S. § 17-1701-A *et seq.* and the Renaissance Schools Initiative Policy, the SRC granted a charter (“Charter”) to MEMPHIS STREET ACADEMY CHARTER SCHOOL AT J.P. JONES (“Memphis Street” or “Charter School”) in 2012 to operate J.P. Jones as a charter school for a five-year term commencing on July 1, 2012; and

WHEREAS, Memphis Street is managed by American Paradigm Schools; and

WHEREAS, Memphis Street submitted an Application for Charter Renewal in August 2016; and

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WHEREAS, members of and individuals on the behalf of the Charter Schools Office of the School District have reviewed the academic performance, organizational compliance and viability, and fiscal health and sustainability of Memphis Street during the existence of the Charter School, and the SRC has reviewed reports and documents prepared by the Charter Schools Office and publicly available information; so be it

RESOLVED, that the SRC hereby directs the Charter Schools Office to negotiate with Memphis Street over the terms and conditions for a possible renewal of the Charter, which terms and conditions shall be memorialized in a School District standard form charter agreement for the five-year period commencing on July 1, 2017 and ending on June 30, 2022; provided, however, that the SRC or a Board of Education of the School District shall not take action on Memphis Street's Application for Charter Renewal until the terms and conditions for a possible renewal of the Charter have been fully negotiated and Memphis Street has signed a charter agreement in a form acceptable to the Charter Schools Office; and be it

FURTHER RESOLVED, that the SRC hereby directs the Charter Schools Office that the terms and conditions of any charter agreement with Memphis Street shall include, without limitation: (i) academic targets to be met by the Charter School during the term of the charter agreement; (ii) organizational compliance and viability conditions and performance requirements during the term of the charter agreement; and (iii) fiscal health and sustainability conditions and performance requirements during the term of the charter; such that any material deficiencies as identified during the Charter Schools Office's evaluation of Memphis Street for renewal are addressed; and be it

FURTHER RESOLVED, that the SRC hereby delegates authority to determine compliance with the requirements of this Resolution to the Chief of Staff of the SRC. Failure of: (i) the Charter Schools Office and Memphis Street to agree to the terms and conditions for a possible renewal of the Charter; and/or (ii) Memphis Street to sign a charter agreement in a form acceptable to the Charter Schools Office by April 16, 2018, or by the end of any extension period granted by the SRC Chief of Staff, shall void this Resolution and shall cause the SRC or Board of Education to take action on Memphis Street's Application for Charter Renewal within thirty (30) days after April 16, 2018, or the expiration of any extension period, whichever is later. Notice of voiding this Resolution for failure of (i) the Charter Schools Office and Memphis Street to agree to the terms and conditions for a possible renewal of the Charter; and/or (ii) Memphis Street to sign a charter agreement in a form acceptable to the Charter Schools Office shall be issued by the Chair of the SRC; and be it

FURTHER RESOLVED, that the actions taken and authorized by the SRC in this Resolution do not constitute and do not have the effect of a renewal of the Memphis Street Charter.

SRC-6 (Updated 1.18.18)

Application for Charter Renewal – Universal Vare Promise Neighborhood Partnership Charter School

WHEREAS, in January, 2010, the School Reform Commission ("SRC") adopted the Renaissance Schools Initiative Policy, which implemented the Renaissance Schools Initiative of The School District of Philadelphia ("School District"); and

WHEREAS, the Edwin H. Vare School ("Vare School") had been identified as a School District school which needed fundamental change through the Renaissance Schools Initiative; and

WHEREAS, the purpose of the Renaissance Schools Initiative is to dramatically improve the learning environment in underperforming School District schools to create highly effective schools that provide

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exceptional opportunities for student academic achievement and preparedness for success in college and the workforce; and

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

WHEREAS, pursuant to the Charter School Law, 24 P.S. § 17-1701-A *et seq.* and the Renaissance Schools Initiative Policy, the SRC granted a charter (“Charter”) to UNIVERSAL VARE PROMISE NEIGHBORHOOD PARTNERSHIP CHARTER SCHOOL (“Universal Vare” or “Charter School”) in 2011 to operate the Vare School as a charter school for a five-year term commencing on July 1, 2011; and

WHEREAS, Universal Vare is managed by Universal Education Companies; and

WHEREAS, Universal Vare submitted an Application for Charter Renewal in October 2015; and

WHEREAS, members of and individuals on the behalf of the Charter Schools Office of the School District have reviewed the academic performance, organizational compliance and viability, and fiscal health and sustainability of Universal Vare during the existence of the Charter School, and the SRC has reviewed reports and documents prepared by the Charter Schools Office and publicly available information; so be it

RESOLVED, that the SRC hereby directs the Charter Schools Office to negotiate with Universal Vare over the terms and conditions for a possible renewal of the Charter, which terms and conditions shall be memorialized in a School District standard form charter agreement for the five-year period commencing on July 1, 2016 and ending on June 30, 2021; provided, however, that the SRC or a Board of Education of the School District shall not take action on Universal Vare’s Application for Charter Renewal until the terms and conditions for a possible renewal of the Charter have been fully negotiated and Universal Vare has signed a charter agreement in a form acceptable to the Charter Schools Office; and be it

FURTHER RESOLVED, that the SRC hereby directs the Charter Schools Office that the terms and conditions of any charter agreement with Universal Vare shall include, without limitation: (i) academic targets to be met by the Charter School during the term of the charter agreement; (ii) organizational compliance and viability conditions and performance requirements during the term of the charter agreement; and (iii) fiscal health and sustainability conditions and performance requirements during the term of the charter; such that any material deficiencies as identified during the Charter Schools Office’s evaluation of Universal Vare for renewal are addressed; and be it

FURTHER RESOLVED, that the SRC hereby delegates authority to determine compliance with the requirements of this Resolution to the Chief of Staff of the SRC. Failure of: (i) the Charter Schools Office and Universal Vare to agree to the terms and conditions for a possible renewal of the Charter; and/or (ii) Universal Vare to sign a charter agreement in a form acceptable to the Charter Schools Office by April 16, 2018, or by the end of any extension period granted by the SRC Chief of Staff, shall void this Resolution and shall cause the SRC or Board of Education to take action on Universal Vare’s Application for Charter Renewal within thirty (30) days after April 16, 2018, or the expiration of any extension period, whichever is later. Notice of voiding this Resolution for failure of (i) the Charter Schools Office and Universal Vare to agree to the terms and conditions for a possible renewal of the Charter; and/or (ii)

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Universal Vare to sign a charter agreement in a form acceptable to the Charter Schools Office shall be issued by the Chair of the SRC; and be it

FURTHER RESOLVED, that the actions taken and authorized by the SRC in this Resolution do not constitute and do not have the effect of a renewal of the Universal Vare Charter.

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 **December 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.

Executive

A-2

Operating Budget: \$24,000 Contract with Sheraton Philadelphia Downtown – Meeting Space Rental

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through its Superintendent or his designee, to execute, deliver and perform a contract with The Sheraton Philadelphia Downtown Hotel to provide meeting site rental during the March 1-2, 2018 Benchmarking, Analytics and Management meeting for Principals and school leaders, for an amount not to exceed \$24,000, for the period commencing January 19, 2018 through March 8, 2018.

Description: During the 2017-18 school year, The School District of Philadelphia (the District) will deliver a series of meetings entitled Benchmarking, Analytics and Management (BAM) meetings for principals and school leaders. The purpose of these meetings is to advance school improvement and increase academic outcomes for students through four key activities: 1) data review, 2) implementation review of evidence-based strategies and actions, 3) professional development, and 4) collaborative work time.

During the March BAM meeting, principals and school leaders will review their results through the end of the second quarter and also participate in planning sessions to develop their budgets and school plans for 2018-19. Each meeting is attended by 450-500 participants, including the District's 221 principals, an additional leader from each school, all Assistant Superintendents, central office leaders, meeting facilitators and speakers. Successfully executing on such a meeting requires a mix of meeting spaces to accommodate up to 500 participants in plenary style sessions and up to 16 concurrent breakout sessions where participants review actionable data points for their school while receiving relevant and timely professional development. The Sheraton Philadelphia Downtown is one of few venues in Philadelphia with the availability and space to accommodate such a meeting.

ABC Code/Funding Source	\$24,000.00
1100-051-9020-2361-4411	

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Tuesday, January 9, 2018. Please reference the Resolution Number and include your name and email address.

A-3

*Withdrawn by Staff 1.2.18***Information Technology**

A-4

Operating Budget: \$750,000 Contract with Windstream Services, LLC – Primary Districtwide Internet Service

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 Windstream Services, LLC, for Districtwide Internet Service, for an amount not to exceed \$750,000, for the period commencing July 1, 2018 through June 30, 2023.

Description: The School District of Philadelphia facilitates Internet connectivity for approximately 250 District-owned or operated school and administrative facilities supporting over 75,000 computing devices. The School District's technology-infused instructional models and its mission to fully integrate classroom computing and electronic tools and resources into all aspects of the learning process, dictate a critical demand for robust and reliable Internet connectivity.

The School District's Office of Information Technology solicited proposals through a formal Request for Proposal (RFP) for the selection of a primary and a secondary Internet Service Provider to supply all schools and administrative buildings with commodity Internet Service. Notice of RFP-564 was sent to several major telecommunications carriers with local infrastructure presence, was posted on the FCC's competitive bidding website, and was made available through the District's Procurement website. Proposals were received from eight (8) vendors: Comcast Business, Education Networks of America, Fusion, Lightower Fiber Networks, Longway Broadband, Windstream Services, Xtel Communications, and Zayo Group.

Upon analysis of all proposal responses, the RFP evaluation committee concluded that the proposal from Windstream Services, LLC, of Little Rock, AR, represented the most cost effective and favorable response for the provisioning of Internet service to the District's fiber-optic network interconnect at 440 N. Broad Street. Windstream Services will serve as the District's primary Internet Service Provider (ISP) by delivering a high-capacity Internet feed directly to the District's Network Operations Center. The five-year contract award will be constructed as an initial three-year commitment with two (2) optional one-year extensions.

Upon approval from the School Reform Commission, the District will be eligible to apply for annual subsidies beginning in FY19 from the Federal Universal Service (E-Rate) program to support the funding of the contract with Windstream Services. As a result, the District's anticipated subsidy for this service would be 90% of the contract value. By agreeing to participate in the Universal Service program, Windstream Services are required by law to offer the Lowest Corresponding Price (LCP) for services that are otherwise made available to any similarly situated non-residential customer.

A contract award for a secondary Internet Service Provider will also be recommended as a result of RFP-564 through a separate School Reform Commission resolution.

ABC Code/Funding Source	\$750,000.00
1100-033-9HF0-2694-5321 FY19 Operating (\$150,000.00)	
1100-033-9HF0-2694-5321 FY20 Operating (\$150,000.00)	

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Tuesday, January 9, 2018. Please reference the Resolution Number and include your name and email address.

1100-033-9HF0-2694-5321 FY21 Operating (\$150,000.00)
 1100-033-9HF0-2694-5321 FY22 Operating (\$150,000.00)
 1100-033-9HF0-2694-5321 FY23 Operating (\$150,000.00)

A-5

Operating Budget: \$990,000 Contract with Xtel Communications, Inc. – Secondary Districtwide Internet Service

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 Xtel Communications, Inc., for Districtwide Internet Service, for an amount not to exceed \$990,000, for the period commencing July 1, 2018 through June 30, 2023.

Description: The School District of Philadelphia facilitates Internet connectivity for approximately 250 District-owned or operated school and administrative facilities supporting over 75,000 computing devices. The School District's technology-infused instructional models and its mission to fully integrate classroom computing and electronic tools and resources into all aspects of the learning process, dictate a critical demand for robust and reliable Internet connectivity.

The School District's Office of Information Technology solicited proposals through a formal Request for Proposal (RFP) for the selection of a primary and a secondary Internet Service Provider to supply all schools and administrative buildings with commodity Internet Service. Notice of RFP-564 was sent to several major telecommunications carriers with local infrastructure presence, was posted on the FCC's competitive bidding website, and was made available through the District's Procurement website. Proposals were received from eight (8) vendors: Comcast Business, Education Networks of America, Fusion, Lightower Fiber Networks, Longway Broadband, Windstream Services, Xtel Communications, and Zayo Group.

Upon analysis of all proposal responses, the RFP evaluation committee concluded that the proposal from Xtel Communications, Inc., of Marlton, NJ, represented the most cost effective and favorable response for the provisioning of Internet service to the District's fiber-optic network interconnect at 11081 Knights Road. Xtel Communications will serve as the District's secondary Internet Service Provider (ISP) by delivering a high-capacity Internet feed directly to the District's Northeast Network Operations Center. The five-year contract award will be constructed as an initial three-year commitment with two (2) optional one-year extensions that will permit the District to increase capacity as future demand warrants. As a secondary provider, Xtel Communications will not only provide approximately 50% of the School District's capacity needs, but will also serve as a backup Internet connection should the primary provider's connection fail.

By agreeing to participate in the Universal Service program, Xtel Communications is required by law to offer the Lowest Corresponding Price (LCP) for services that are otherwise made available to any similarly situated non-residential customer.

A contract award for a primary Internet Service Provider will also be recommended as a result of RFP-564 through a separate School Reform Commission resolution.

ABC Code/Funding Source	\$990,000.00
1100-033-9HF0-2694-5321 Operating FY19 (\$150,000.00)	
1100-033-9HF0-2694-5321 Operating FY20 (\$150,000.00)	

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Tuesday, January 9, 2018. Please reference the Resolution Number and include your name and email address.

1100-033-9HF0-2694-5321 Operating FY21 (\$150,000.00)
 1100-033-9HF0-2694-5321 Operating FY22 (\$270,000.00)
 1100-033-9HF0-2694-5321 Operating FY23 (\$270,000.00)

A-6**Operating Budget: \$305,000 Contract with CGI Technologies & Solutions, Inc. – Advantage Enterprise Planning Software**

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 CGI Technologies & Solutions, Inc. to provide software system updates, programming and technical assistance for the Advantage Financial, Payroll and Human Resources systems, for an amount not to exceed \$305,000, for the period commencing July 1, 2018 through June 30, 2019.

Description: The District's Financial, H/R and Payroll systems, known as the Advantage System is central and critical to the management of financial data, procurement of goods and services, the administration of personnel, employee payroll and benefits. The annual application software maintenance agreement will provide the District with the necessary technical support and software upgrades required to ensure the continued and uninterrupted operation of the centralized software systems and applications that are vital in managing financial and employee information throughout the District. As in the last four years, the District has negotiated with CGI, the software vendor, to discount annual maintenance costs by 10% and cap the fee that typically increases every year. The software maintenance agreement will provide uninterrupted coverage of existing services for the period July 1, 2018 through June 30, 2019, for an annual fee of \$305,000.

ABC Code/Funding Source	\$305,000.00
1100-056-9420-2842-3311	

A-7**Operating Budget: \$2,400,000 Amendment of Contract with Fidelity Information Services, LLC – Managed Mainframe Hosting Services**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of a contract, originally entered into with Fidelity Information Services, LLC, pursuant to Resolution A-5, approved by the School Reform Commission on December 17, 2015, for IBM mainframe computer hosting services to support the School District's financial and human resources information systems, by increasing the amount of the contract by an additional \$2,400,000, from the \$2,400,000 approved by Resolution A-5, to an amount not to exceed \$4,800,000, and by extending the term of the contract from its scheduled expiration date of June 30, 2018, through June 30, 2020.

Description: The School District's Office of Information Technology conducted RFP-464 in late 2015, to evaluate and to select a qualified vendor to serve as the District's managed IBM mainframe hosting provider. Fidelity Information Services, LLC (FIS) of Jacksonville, FL, was chosen by the RFP evaluation team for an initial two-year contract award while allowing for the extension of the contract for up to three (3) additional one-year terms, as needed, until such time as the District has upgraded or replaced its legacy Enterprise Resource Planning (ERP) application suite.

The proposed two-year contract extension through June 30, 2020, is necessary given the projected timeline required for the implementation and availability of a new ERP system. FIS has agreed to

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maintain existing rates, terms and conditions through the contract extension period.

The services provided under this contract extension are specific to the hosting and operation of the IBM mainframe system that houses the School District's existing ERP (CGI's Advantage) Finance/Human Resources system. A recommendation of an award of contract directly with CGI, Inc., the licensor of the Advantage ERP suite, will be presented under a separate School Reform Commission resolution, that will specifically address the ongoing software maintenance and technical support of the Advantage ERP application suite itself. The CGI software maintenance agreement must be negotiated and renewed on an annual basis.

FIS's pricing is extremely competitive mainly due to large-scale licensing agreements for software that the District's Human Resources and Finance systems utilize including database and tape backup library, that is similar to software environments of other large FIS mainframe hosting customers.

This contract replaces the need for an on-site technology data center and associated staffing required for support of the District's legacy IBM mainframe computing environment. Fidelity Information Services hosts these applications in a secure Tier-4 approved data center with direct communications connectivity to the District's private network. FIS owns, maintains, manages, and monitors all required mainframe hardware and is responsible for licensing the database and related tools for use by the District. FIS is also responsible for providing an off-site disaster recovery solution in the event of a failure at their primary mainframe hosting location.

The continued contractual engagement with Fidelity Information Services will provide the School District with a legacy applications hosting environment for supporting critical administrative information systems and services including financial, procurement, payroll, and human resources applications.

ABC Code/Funding Source	\$2,400,000.00
1100-056-9500-2844-3412 Operating FY19 (\$1,200,000.00)	
1100-056-9500-2844-3412 Operating FY20 (\$1,200,000.00)	

General Counsel

A-8

Operating Budget: \$200,000 Settlement of State Courts Action – Karima Bright

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the General Counsel, to execute, deliver and perform a settlement agreement with Karima Bright, in the amount of \$200,000, payable in two payments - the first in the amount of \$100,000 within 60 days of approval by the School Reform Commission, and the second in the amount of \$100,000 on or before September 30, 2018 in exchange for a general release of liability for claims of damages for personal injury and wage loss due to a motor vehicle accident and dismissal of the state court civil action.

Description: Karima Bright filed a suit against the School District in the Court of Common Pleas of Philadelphia County in 2016, for damages for personal injury and wage loss due to a motor vehicle accident on July 24, 2015 with a vehicle owned and operated by the School District. Plaintiff passed by the School District vehicle, which was stopped in the right-hand lane, traveled 100 feet in the left-lane and then made a right turn from the left lane in front of the School District vehicle. Plaintiff did not request medical attention at the accident site, but went to the Emergency Room later the same day with complaints of neck and back pain. She underwent a neurosurgical operation to fuse two cervical discs in October, 2016. Plaintiff claims a wage loss as a result of the accident of between \$360,000 and \$1.8

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million, if she cannot return to work.

Upon completion of pretrial discovery, the case was scheduled for jury trial in December 2017. Plaintiff's initial demand was \$500,000, which is the statutory cap on damages for motor vehicle accidents. After a mediation with an independent mediator on Nov. 20, 2017, the parties agreed to a settlement in the amount of \$200,000, payable in two installments of \$100,000 each over two fiscal years, to settle all claims. The likelihood of an unfavorable outcome at trial is reasonably possible.

ABC Code/Funding Source	\$200,000.00
1100-061-9370-2392-8211 Operating FY 18 (\$100,000.00)	
1100-061-9370-2392-8211 Operating FY 19 (\$100,000.00)	

Student Support Services

A-9

Operating Budget: \$24,000 Contract with Cora Services – Homebound Instruction to Non-Public School Student

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 Cora Services, for an amount not to exceed \$24,000, to provide homebound instructional services to children who attend non-public schools, who as determined from a medical evaluation by a licensed physician, are not able to attend school because of mental or physical illnesses, chronic physical disability, injury or other urgent reasons for a temporary period of absence, for the period commencing January 19, 2018 through June 30, 2018.

Description: Under the PA School Code of 1949 Chapter 22 § 11.32, every child of compulsory school age regularly attending full-time at a non-public school or an accredited or licensed private school, in which instruction is prescribed by statute and is taught, must be in compliance with the compulsory school attendance requirements. In addition under this Code, the District is charged by Philadelphia Intermediate Unit 26 to provide its students attending public, private and non-public (religious) schools with programs and services, and to ensure that these programs are made accessible to these students.

The District, through the Office of Student Support Services, will contract with Cora Services to provide homebound instruction to children who attend non-public schools and are unable to attend school so that they are in compliance with compulsory attendance requirements. Students remain home from school for various medical problems such as cancer treatments, transplant surgery, recuperation from a traumatic event (i.e. motor vehicle accident), sickle cell exasperation, and for many more medical and mental health reasons.

Homebound instruction is a service provided to students during a temporary period of excused absence, not to exceed three (3) months, so that on return to school they can re-engage successfully with their instructional program. Excusal from school attendance may be granted upon receipt of medical documentation that substantiates evidence of mental or physical illnesses, chronic physical disability, injury or other urgent reasons by a licensed physician. A student may be provided homebound instruction on an intermittent basis during short but repeated periods of absences due to exacerbations of a chronic medical condition. Chronic medical conditions such as sickle cell anemia, chronic asthma, cystic fibrosis may qualify a student to be approved for intermittent service.

For the 2017-2018 school years, Cora Services shall provide approximately 495 sessions of curricula.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Tuesday, January 9, 2018. Please reference the Resolution Number and include your name and email address.

These agencies will be contracted on a fee-for service basis to provide homebound instruction to children who attend non-public schools to ensure that students are in compliance with compulsory attendance requirements as specified in the PA School Code of 1949. Both agencies provide a variety of educational and psychosocial services to students and families in specific geographical areas of the city. They will provide homebound instruction to students in non-public schools that are located in the same catchment area where they provide other services. The providers shall provide homebound instructional services to children experiencing mental or physical illnesses, chronic physical disability, injury or other urgent reasons as substantiated by a licensed physician that prevents them from attending school.

Teachers employed by Cora Services will teach the core curriculum of the non-public schools. The Archdiocese of Philadelphia, Office of Catholic Education, will be responsible for monitoring the educational progress of these children. Contracting teaching staff will be required to meet all health screening and have teaching certifications and criminal checks that will be current and maintained by the providers and available for review by non-public personnel. All requests for homebound education services will be approved by the School Nurse and submitted to Student Support Services for final review and approval. For students who are approved for homebound services, a review of the need for the continued service will occur every three (3) months by Student Support Services qualified staff, authorized by Pennsylvania Department of Education and substantiated by written documentation from the students' physician.

ABC Code/Funding Source	\$24,000.00
1100-007-9580-1432-3291 Operating	

A-10

Operating Budget: No Cost Ratification of Contract with Progressus – Contract and Substitute Nurses

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery, and performance by the School District of Philadelphia, through the Superintendent of amendments of contracts originally entered into with EBS Healthcare, Invo HealthCare, Mediscan, Progressus, SHC Services, RCM Technologies, Inc., and Staffing Plus, to provide contracted certified school nurses, and certified school nurse practitioners to fill certified school nurse vacancies, and to provide substitute coverage when needed in School District schools and in Philadelphia non-public schools, pursuant to Resolution A-20 approved by the School Reform Commission on September 15, 2016, Resolution A-25 approved by the School Reform Commission on October 13, 2016, and B-20 approved by the School Reform Commissioner October 19, 2017, by extending the termination of the contract from its scheduled date of June 30, 2017 through June 30, 2018.

Description: The District's Office of Talent conducted and is currently engaged in an exhaustive and comprehensive recruitment effort to identify, hire and place certified school nurses and certified school nurse practitioners in District and non-public schools. The Office of Talent has successfully recruited 14 qualified school nurses, however, an additional 15 certified school nurses are currently needed to cover the ongoing and critical health needs of all 202,538 students attending the 339 schools, public and non-public. This resolution requests authorization to extend the term of the contract with Progressus Therapy to cover school nurse vacancies and provide substitute nursing coverage when needed by schools through June 30, 2018. An October 19, 2017 resolution increased the funding for these vendors, but the term was not extended for Progressus, which previously was authorized to contract only through June 30, 2017. This Resolution rectifies the issue and extends the term through June 30, 2018 to be consistent with the authorized funding.

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ABC Code/Funding Source

N/A

Finance**A-11****Categorical/Grant Fund: \$1,000,000 Contract with Mathtech Inc. – Consulting Services for Business Process Reengineering**

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with the Mathtech, Incorporated to purchase consulting services for business process reengineering, for an amount not to exceed \$1,000,000, subject to funding, for the period commencing January 19, 2018 through June 30, 2019.

Description: This proposed award establishes a source for consulting services for business process reengineering. The District seeks to use these services to review and revise its core operational processes with the goals of improving services to students, families and caregivers, increasing efficiencies, reducing costs within the system, and holding personnel accountable. This is a part of a broader effort under a core value of Action Plan 3.0 that the District be a trusted steward of public resources

The challenges of integrating and streamlining services and system assets within the district are many and include:

- *Improving operational effectiveness within a constrained budgetary environment;
- *Satisfying increasing governmental and regulatory requirements;
- *Increasing enterprise-wide visibility with focus on cost management; and
- *Integrating systems and processes traditionally viewed as semi-independent silos.

The primary focus of this project is to improve the operational efficiency and effectiveness of the District's special education function in order to ensure students are best receiving the services required. Meeting our obligations to students of special need and their families is of critical importance to the district.

ABC Code/Funding Source
9CPX-G40-9570-2595-3291

\$1,000,000.00

A-12**Categorical/Grant Fund: \$17,000,000 Contracts with Catapult Learning LLC, CORA Services Inc., Elwyn, FACTS Education Solutions LLC, and Learn It Systems LLC – Non-Public School Program Services**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts separately with Catapult Learning, CORA Services, Elwyn, FACTS Education Solutions and Learn It, to provide federal Title I, Title II, Title III and Title IV instructional, professional development, parental involvement and related services to non-public schools, as equitable share of The School District of Philadelphia's Title I, Title II, Title III and Title IV awards from the Commonwealth of Pennsylvania, for an aggregate amount not to exceed \$17,000,000, for the period commencing July 1, 2018 through June 30, 2019.

Description: Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), provides Federal financial assistance to local educational agencies (LEAs) to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality

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education and reach, at a minimum, proficiency on challenging academic standards. Accordingly, Title I, Part A requires each participating LEA to provide Title I services to eligible non-public school children. These services must be equitable to those provided to public school children in each LEA. The target population is non-public school children identified as failing or most at risk of failing to meet challenging academic content and student academic achievement standards as adopted by each participating student's non-public school, and who live in the City of Philadelphia and who are enrolled in participating non-public schools.

Title II, Part A provides assistance for preparing, training, recruiting, and retaining highly qualified teachers. The amount of funding available for services to private school personnel is governed by Section 9501(b)(3) of ESEA, as amended by ESSA which requires equitable participation for private school education personnel. The activities allowed under the law are summarized as follows: (1) Providing professional development activities that improve the knowledge of teachers, principals, and paraprofessionals; (2) Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly within schools with a high percentage of low-achieving students, and initiatives, to improve the quality of teachers, principals, and superintendents; (3) Staff advancement initiatives that promote professional growth and emphasize multiple career and pay differentiation; and (4) Developing and implementing mechanisms and initiatives to assist in recruiting, hiring, and retaining highly qualified teachers for the purpose of reducing class sizes. Private schools can only participate in the first three activities above.

Title III provides services to eligible students in non-public schools to improve English language proficiency and academic achievement and to provide family literacy and parent activities.

The School District of Philadelphia transfers Title IV funds to Title I as is allowed in the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

The School District of Philadelphia typically provided Title I, Title II and Title III services to Philadelphia non-public school students through its teaching personnel. In many other large school districts, these services are outsourced to vendors. Given that the School District of Philadelphia's cost structure is more expensive for most activities than the cost of vendors, the District was asked in 2014 to issue an RFP to determine if vendors could provide qualified services at a lower cost. Given the District is required to provide a specific dollar amount of equitable share of services to non-public school students each year, a lower cost of service equates to more service to students than otherwise would be provided. The District first issued an RFP in the fall and winter of 2014 to seek qualified vendors at competitive hourly rates for services in non-public schools. As a result of that RFP, non-public schools have been able to choose their service provider since the 2015-16 school year. In the fall of 2017, the District issued another Request for Proposal (RFP #565) to again seek qualified vendors at competitive hourly rates for service. The RFP Review Committee comprised representatives of the School District of Philadelphia and non-public schools. Hourly rate quotes were requested and provided for instructional services, professional development, parental involvement, extended day, and summer programs. All vendor personnel must be appropriately state certified and have all of the requisite background and health checks. In nearly all cases, the hourly rates of service proposed were less than the equivalent hourly rate of service cost incurred by the District. However, the hourly rate of service for extended day and summer program activities were less costly when provided by the District. Many private schools only receive an equitable share allocation such that the only service received is for the District to pay their teachers to provide extended day learning opportunities. In addition, some schools have expressed a desire to retain District provided personnel. To allow schools the ability to maintain continuity of instruction and provide

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the greatest programming and cost options possible, the District provides non-public schools a choice model. Five vendors are qualified to provide Title I, Title II and Title III services. In consultation with the District, non-public schools or associations of schools may choose each year vendors to provide those services, or retain existing District provided services. Therefore, it is not known at this time the dollar value of service each vendor will provide. The District seeks authorization to enter into contractual agreements with each proposer selected to provide services to non-public schools for an aggregate amount for the five vendors not to exceed \$17 million.

ABC Code/Funding Source	\$17,000,000.00
201X-G10-9610-1495-3291 Title I	
334X-G10-9610-2272-3291 Title II	
237X-G10-9610-2264-3291 Title III -	

External Relations

A-13

Donation: \$140,000 Acceptance of Donation from The Fund for the School District of Philadelphia – Christian R. and Mary F. Lindback Foundation – Distinguished Principal Leadership 2018

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 an amount not to exceed \$140,000, from The Fund for the School District of Philadelphia, generated through Christian R. and Mary F. Lindback Foundation, to provide financial awards through the 2017-2018 Lindback Foundation Award for Distinguished Principal Leadership that honors principals throughout The School District of Philadelphia who demonstrate excellence in promoting learning at the highest levels.

Description: The Christian R. and Mary F. Lindback Foundation is sponsoring an annual award that recognizes outstanding principals. Christian Lindback was President and principal owner of Abbotts Dairies, Inc., and Trustee of Bucknell University. He and his wife, Mary, were deeply interested in education. The Foundation established the Lindback Award for Distinguished Principal Leadership to honor Philadelphia public school principals who demonstrate excellence in promoting learning at the highest levels.

The recipients of this award are chosen based on their activities that improve the intellectual and character development of students. The recipients will be announced and recognized at a reception on Thursday, March 1, 2018. Seven winners will be awarded \$20,000 each, for use in their respective school. The funds are presented to the School District from the Lindback Foundation. They are accessed by the winner through the establishment of a special school account.

The Leadership Team in each school (other than the principal), consisting of two teachers (one of whom shall be a previous Lindback Distinguished Teacher Winner at the high school level), one parent, and a student (high school only), will nominate their principal using the following criteria:

- * School leadership through humanitarian efforts, including but not limited to:
 - Enthusiasm for the success of each student that inspires and motivates others to invest their time, effort and talent in high quality learning for all students;
 - Leadership which reflects creating and communicating a clear vision and set of aligned goals that reflect equal access to school programs and supports for all students;
 - Demonstrating passion and kindness that builds unity across staff, students, families and community through collaboration;

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- Fostering an environment of mutual respect, appreciation for differences, open communication and personal accountability for the success of all students;
- Building capacity in self and others in ways that result in academic excellence, increased civic responsibility and positive interest and support of mankind;
- A life-long learner who shares and spreads the love of learning throughout their school community;
- Empowering and providing students with the education and skills to develop and help themselves and others;
- Supporting and protection for at-risk school students, families, and communities;
- Demonstrating universal efforts to promote generosity, concern, awareness, and impartiality for all mankind;
- Servicing and demonstrating efforts beyond the classroom that celebrate people of all ethnic groups, cultural and religious backgrounds.
- * A personal and professional commitment to developing civic responsibility amongst students.
- * Community engagement to support local families in their school network.
- * The use of their school as a resource facility available to the community.
- * Promotes respect for diversity within the school community.

ABC Code/Funding Source

\$140,000.00

A-14

Donation: \$210,000 Acceptance of Donation from The Fund for the School District of Philadelphia – Christian R. and Mary F. Lindback Foundation – Distinguished Public Teacher 2018

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 an amount not to exceed \$210,000, from The Fund for the School District of Philadelphia, generated through the Christian R. and Mary F. Lindback Foundation, to provide financial awards through the 2017-2018 Lindback Foundation Award for Distinguished Public Teachers that honors up to 60 teachers from Philadelphia public schools who demonstrate excellence in promoting learning at the highest levels.

Description: The Christian R. and Mary F. Lindback Foundation is sponsoring an annual award that recognizes outstanding public school teachers. Christian Lindback was President and principal owner of Abbotts Dairies, Inc., and Trustee of Bucknell University. He and his wife, Mary, were deeply interested in education. The Foundation established the Lindback Award for Distinguished Public Educators to honor public school educators promoting learning at the highest levels.

The recipients of this award are chosen based on their activities that improve the intellectual and character development of students. The recipients will be announced and recognized at a reception on Tuesday, March 27, 2018. The award will be evenly distributed to the identified recipients. The funds are provided directly to the School District from the Lindback Foundation and disseminated to the winning teachers through the District's payroll system.

The Leadership Team in each school, consisting of the principal, two teachers (one of whom is the Philadelphia Federation of Teacher's Building Representative), and one parent, nominated candidates using the following criteria:

- Create a positive support learning environment to advance student proficiency in academic subjects, making learning relevant and fun
- Serve as a role model to students

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- Establish trusting relationships with students, parents, guardians, and community members by being open and accessible for communication
 - Motivate students to learn, explore, and maximize their spirit of inquiry and critical thinking
 - Possess knowledge and demonstrate various instructional strategies
 - Connect, collaborate and inspire colleagues to energize students in positive ways
- Only teachers who have not won the award within a ten-year period are eligible for nomination.

ABC Code/Funding Source \$210,000.00

A-15 (Updated 1.16.18)

Operating Budget: \$490,000 Contract with Magnum Integrated Marketing – District Recruitment Marketing Campaign

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to contract with Magnum Integrated Marketing for an amount not to exceed \$490,000, for recruitment marketing and advertising services, for the period January 19, 2018 through January 19, 2019, with two one-year options to renew the contract through January 19, 2021.

Description: For the last several school years, the School District of Philadelphia has annually hired approximately 900 new teachers across all grades and disciplines, and expects to continue to do so for the next several school years, particularly in high need subject areas such as special education and STEM. The School District of Philadelphia seeks to contract with Magnum Integrated Marketing, a qualified marketing and advertising firm, to support its marketing initiatives to drive teacher recruitment and for other District priority positions related to the District's action plan. The vendor will conduct a comprehensive paid media campaign to highlight the unique benefits of teaching and working in Philadelphia through the following services:

- Planning, developing, and executing a multi-channel outreach and branding campaign;
- Creating a comprehensive suite of branded marketing materials for use throughout the recruitment season;
- Supporting the District's internal marketing needs by providing integrated collateral templates;
- Recommending and implementing strategic changes to the District's website;
- Creating marketing content ranging from video production, audio production and graphic design for mediums such as TV/cable, radio, social media, billboards, and mailings;
- Developing content and executing a comprehensive social media strategy in conjunction with the District's communications team;
- On-going strategic planning and consultation;
- Using a variety of advertising metrics to monitor and improve the reach of marketing and advertising campaigns

ABC Code/Funding Source \$490,000.00
1100-051-9140-2853-5411 Operating

Operations

A-16

Capital Fund: \$143,867 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,

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for an aggregate amount not to exceed \$143,867.00.

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	\$143,867.00
Various	

A-17

Capital Fund: \$5,152,927 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 with the lowest responsible bidders identified in the attachment for an aggregate amount not to exceed \$5,152,927.00, for the period commencing January 19, 2018 through completion of the projects.

Description:

Spec:B-010 General Contract - Structural Repairs
of 2017/18 Hill, Leslie Pinckney Elementary School - 3133 Ridge Avenue
*Robert Michaels and Associates, Inc. \$277,777.00
140 Chestnut Dr.
Richboro, Pennsylvania 18954

This work covers the labor, material, and equipment necessary for the selective restoration of the building concrete interior slab at this location.

The bids for this project were publicly advertised on 10/25/2017, 10/30/2017, and 11/1/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 11/28/2017. After review of the bids and a de-scoping meeting it was determined that Robert Michaels and Associates, Inc. was the lowest responsible bidder with a bid of \$277,777.00.

The Facilities Condition Index (FCI) at this location is 41.91%. The School Progress Report (SPR) at this location is 12.

Spec: B-058 C General Contract - Roof Replacement
of 2016/17 General Phillip Kearny Elementary School - 601 Faimount Avenue
*Robert Ganter Contractors, Inc. (W) \$582,000.00
595 E. Pumping Station Road
Quakertown, Pennsylvania 18951

This contract covers the labor, material, and equipment necessary for the removal and replacement of the roof.

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The bids for this project were publicly advertised on 10/20/2017, 10/25/2017, and 10/27/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 11/21/2017. After review of the bids and a de-scoping meeting it was determined that Robert Ganter Contractors, Inc. was the lowest responsible bidder with a bid of \$582,000.00.

The Facilities Condition Index (FCI) at this location is 35.31%. The School Progress Report (SPR) at this location is 33.

Spec: B-063 C General Contract - Roof Replacement of 2016/17 George Sharswood Elementary School - 2300 South 2nd Street

*United States Roofing Corporation \$1,337,800.00

1000 E. Main Street

Norristown, Pennsylvania 19401

This contract covers the labor, material, and equipment necessary for the removal and replacement of roofs and selective masonry restoration.

The bids for this project were publicly advertised on 10/25/2017, 10/30/2017, and 11/1/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 11/28/2017. After review of the bids and a de-scoping meeting it was determined that United States Roofing Corporation was the lowest responsible bidder with a bid of \$1,337,800.00.

The Facilities Condition Index (FCI) at this location is 26.27%. The School Progress Report (SPR) at this location is 56.

Spec: B-064 C General Contract - Roof Replacement of 2016/17 Avery D. Harrington Elementary School - 5300 Baltimore Avenue

*Union Roofing - \$986,000.00

12260 Townsend Road

Philadelphia, Pennsylvania 19154

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

The bids for this project were publicly advertised on 10/13/2017, 10/18/2017, and 10/20/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 11/14/2017. 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 \$986,000.00.

The Facilities Condition Index (FCI) at this location is 27.77%. The School Progress Report (SPR) at this location is 43.

Spec: B-083 C General Contract - Major Renovation Phase 2B: Interior Renovations of 2016/17 J. Hampton Moore Elementary School - 6900 Summerdale Avenue

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Tuesday, January 9, 2018. Please reference the Resolution Number and include your name and email address.

*TE Construction Services, LLC \$454,250.00
1520-B Campus Drive
Warminster, Pennsylvania 18974

This contract covers the labor, material, and equipment necessary for general construction interior renovations

The bids for this project were publicly advertised on 10/13/2017, 10/18/2017, and 10/20/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 11/14/2017. After review of the bids and a de-scoping meeting it was determined that TE Construction Services, LLC was the lowest responsible bidder with a bid of \$454,250.00.

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

Spec: B-084 C Electrical Contract - Major Renovation Phase 2B: Interior Renovations
of 2016/17 J. Hampton Moore Elementary School - 6900 Summerdale Avenue

*Hyde Electric Corporation - \$1,225,000.00
3441 Bowman Street
Philadelphia, Pennsylvania 19129

This contract covers the labor, material, and equipment necessary for the electrical construction interior renovations.

The bids for this project were publicly advertised on 10/13/2017, 10/18/2017, and 10/20/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 11/14/2017. After review of the bids and a de-scoping meeting it was determined that Hyde Electric Corporation was the lowest responsible bidder with a bid of \$1,225,000.00.

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

Spec: B-105 C Electrical Contract - Emergency Generator Replacement
of 2016/17

Theodore Roosevelt Middle School - 430 East
Washington Lane

*Carr & Duff, Inc. - \$94,800.00
2100 Byberry Road
Huntingdon Valley, Pennsylvania 19006

This contract covers the labor, material, and equipment necessary for the replacement of the emergency generator.

The bids for this project were publicly advertised on 10/13/2017, 10/18/2017, and 10/20/2017 in several

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local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 11/14/2017. After review of the bids and a de-scoping meeting it was determined that Carr & Duff, Inc. was the lowest responsible bidder with a bid of \$94,800.00.

The Facilities Condition Index (FCI) at this location is 58.08%. The School Progress Report (SPR) at this location is 20.

Spec: B-106 C Electrical Contract - Fire Alarm System Replacement of 2016/17 John Hancock Elementary School - 3700 Morrell Avenue

*Mulhern Electric Company, Inc. \$195,300.00

1828 Eckard Avenue

P. O. Box #256

Abington, Pennsylvania 19001

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

The bids for this project were publicly advertised on 10/13/2017, 10/18/2017, and 10/20/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 11/14/2017. After review of the bids and a de-scoping meeting it was determined that Mulhern Electric Company, Inc. was the lowest responsible bidder with a bid of \$195,300.00.

The Facilities Condition Index (FCI) at this location is 39.81%. The School Progress Report (SPR) at this location is 72.

ABC Code/Funding Source	\$5,152,927.00
8D16-065-4450-4600-4541 Capital (\$277,777.00)	
8Q16-065-5480-4637-4541 Capital (\$389,940.00)	
8XXX-065-5480-4637-4541 Capital (\$192,060.00)	
8Q16-065-2630-4637-4541 Capital (\$896,326.00)	
8xxx-065-2630-4637-4541 Capital (\$441,474.00)	
8Q16-065-1300-4637-4541 Capital (\$660,620.00)	
8XXX-065-1300-4637-4541 Capital (\$325,380.00)	
8D16-065-8310-4600-4541 Capital (\$249,838.00)	
8XXX-065-8310-4600-4541 Capital (\$204,412.00)	
8D16-065-8310-4600-4541 Capital (\$673,750.00)	
8XXX-065-8310-4600-4561 Capital (\$551,250.00)	
8D16-065-6110-4627-4561 Capital (\$94,800.00)	
8Q16-065-8180-4625-4561 Capital (\$156,240.00)	
8XXX-065-8180-4625-4561 Capital (\$39,060.00)	

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Tuesday, January 9, 2018. Please reference the Resolution Number and include your name and email address.

A-18**Capital Fund: \$244,280 Contract with Hunt Engineering Company – Professional Façade Inspection Services**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the superintendent or his designee, to execute, deliver and perform a contract with Hunt Engineering Company to provide façade inspections of selected School District buildings and to provide inspection reports, pursuant to Philadelphia Property Maintenance Code section PM-304.10, for an amount not to exceed \$244,280, for the period commencing January 18, 2018 through completion of the inspections.

Description: On September 15, 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 façade inspection services to the District. A total of two (2) firms responded to this RFP/RFQ on October 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 Programs' Design Management, Construction Management and Contract Compliance.

After administrative review by contract compliance and technical evaluations of submitted proposals, one (1) firm was selected by the evaluation committee based on the pre-established criteria as follows: technical competence and qualifications of the proposer as evidenced by professional experience of the proposer in the satisfactory performance of façade inspection services for projects of comparable size, technical competence and qualifications of the assigned personnel as evidenced by professional experience and registration and certifications to perform the required testing and inspections, the quality of references from past clients, meeting of M/WBE goals, and proposed fees.

The selected firm was deemed qualified to perform the services in support of the Office of Capital Programs to maintain the physical integrity of existing buildings and to meet code requirements, specifically the City of Philadelphia Ordinance Bill No. 090568-AAA.

The fee includes reimbursable expenses of \$100,000.00 for a high reach rental, high reach operator, and a laborer spotter for the duration of the project inspections.

ABC Code/Funding Source	\$244,280.00
8D16-065-9620-4600-3411 Capital	

A-19**Operating Budget: \$100,000 Contract with Atkinson & Sons – Flagpole Repair**

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, pursuant to the requirements contract of supplies and/or a combination of supplies and services, for purchases costing \$25,000 or more, to execute, deliver and perform a contract with Francis J. Atkinson & Sons, LLC, to purchase flagpole repair services, for an amount not to exceed \$100,000, subject to funding, for the period commencing January 19, 2018 through January 31, 2020.

Description: This award establishes a source for flagpole repair services at various school district locations. The proposed award represents completion of the public solicitation under A18-65911, flagpole repair services, issued by procurement on November 2, 2017. This solicitation was sent to two (2)

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vendors plus our host of area assist agencies. Six (6) companies downloaded the solicitation, of those one (1) vendor submitted.

The vendor that submitted a bid was Francis J. Atkinson & Sons, LLC of Philadelphia, PA.

This contract will be evaluated and managed by the Office of Facilities Management Services.

ABC Code/Funding Source	\$100,000.00
1100-031-9270-2625-4311 FY18 (\$24,999.96)	
1100-031-9270-2625-4311 FY19 (\$49,999.92)	
1100-031-9270-2625-4311 FY20 (\$25,000.12)	

A-20

Various Funds: \$7,000,000 Contract with Various Vendors – I.T. Equipment, Software, and Services
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to Pennsylvania COSTARS-3 and COSTARS-6 contracts, to execute, deliver and perform contracts with various vendors approved by these contracts, to purchase IT hardware, software and services, for an aggregate amount not to exceed \$7,000,000, subject to funding, for the period commencing July 1, 2018 through June 30, 2019.

Description: This award, made via COSTARS cooperative contracts, establishes a source for the technology equipment, software and related maintenance services needed by schools and administrative offices to permit the continued upgrade and ongoing upkeep of technology equipment and software in classrooms, computer labs, and offices. Schools and offices will continue to have an efficient and cost effective vehicle for purchasing various computer technology, including spare parts and consumables, and various computer software, software licenses, and software subscriptions, that are critical to maintaining their technology infrastructure. This contract will be overseen by the Office of Informational Technology and Services.

ABC Code/Funding Source	\$7,000,000.00
Various	

A-21

Operating Budget: \$50,000 Contract with Northern Machine Works – Electronic Cutter
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 Northern Machine Works, for the one time purchase of an electronic paper cutter, for an amount not to exceed \$50,000, on or after January 19, 2018.

Description: This contract establishes a source for an electronic paper cutter to cut down larger paper sizes to more standard sizes such as 8.5 x 11in. This will reflect in cost savings for the Office of Printing Services, in situations where larger paper can be cut down into multiple smaller sized paper rather placing new orders for either smaller or standard sized paper. The cutter will also be utilized to cut down business cards from Printing Service's card stock paper. There are various occasions where school district customers may request an unusual sized item that is not found in any type of pre-cut in a certain size, therefore printing services will make adjustments with existing paper to accommodate.

The proposed award represents the completion of the public solicitation under A18-65910: Electronic

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Paper Cutter, issued by Procurement on November 2, 2017. The solicitation was sent out to thirty-five (35) vendors as well as our host area assist agencies. Twelve (12) companies downloaded the solicitation and of those, two (2) responded.

The vendors that submitted a bid were Northern Machine Works and Ricoh USA, Inc.

ABC Code/Funding Source	\$50,000.00
9010-032-9220-2541-6122 FY18 (\$47,000.00)	
9010-032-9220-2541-6122 FY19 (\$3,000.00)	

A-22

Operating Budget: \$390,000 Contract with Sands Auto Group – Purchase of Vehicles

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to a COSTARS contract, to execute, deliver and perform a contract with Sands Auto, Co., for the purchase of 11 vehicles for Food Services and four vehicles for Transportation Services, for an amount not to exceed \$390,000, subject to funding, for the period commencing January 19, 2018 through December 31, 2018.

Description: This proposed award will be made via a COSTARS cooperative contract and establishes a source for trucks and vans. Purchases made under this award will help modernize the district's non-bus fleet, achieving significant savings in repair costs. The district's current non-bus vehicles are 12-years-old on average and cost approximately \$3,200 per vehicle in repair costs per year. The district has surpassed the recommended timeline for replacing these vehicles. The maintenance and repair costs now far exceed the residual value of the vehicles. Replacing unreliable vehicles with new ones will also increase the efficiency of both Food Services and Transportation Services to serve school sites.

Purchases will be made of the following vehicles:

9 Ford Escapes - Food Services
2 Transit 250 vans - Food Services

4 Transit 350 vans - Transportation Services

ABC Code/Funding Source	\$390,000.00
9001-030-9360-2644-7591 FY18 (\$260,000.00)	
1100-027-9590-4003-7591 FY18 (\$130,000.00)	

A-23

No Cost Contract with Mathies & Sons, Inc. – Transportation Vehicle Disposal

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with Mathies & Sons, Inc., for the removal and auction of Bus and Non-Bus Transportation Vehicles, at no cost to the School District, for the period commencing January 19, 2018, through June 30, 2021.

Description: The Department of Transportation Services currently maintains a fleet of 408 buses and 400 non-bus vehicles. As vehicles age and become inoperable or as repair costs exceed any residual value, vehicles need to be sold and/or disposed of properly. Parent company Mathies & Sons, Inc. provides free auction and vehicle removal services through their company 422 Sales. A licensed and bonded auction

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company since 1976, 422 Sales is one of the largest auction firms in the world that specializes in bus sales. 422 Sales will provide all of their services for free, including:

- Photographing vehicles
- Moving vehicles to their auction site
- Posting photos online
- Setting reserve rates (limits managed by Transportation Staff)
- Hold the auction
- Collect funds from purchaser
- Schedule vehicle pick-ups with purchasers
- Submit purchase funds to Transportation with completed sales documents as evidence of transactions
- Relist or support other disposal methods as requested by Transportation for any vehicles not sold during previous auction attempts

The vendor will collect sales funds directly from the purchaser, with a 10% buyer's premium charge for vehicles picked up within 4 business days or a 15% buyer's premium if picked up within 5 - 6 business days. This premium is charged directly to the purchaser and is solely the responsibility of the purchaser. The District will not incur any charges for these services. As vehicles are often purchased through Capital Programs, Transportation will seek approval from Capital prior to any vehicle disposal.

ABC Code/Funding Source

N/A

A-24

Declaration of Unused and Unnecessary Land & Buildings; Sale of former Ada Lewis School to Green Star, LLC

RESOLVED, that the School Reform Commission declares that certain approximately 7.40 acre parcel of ground, including a three-story building containing approximately 187,000 square feet, located at 6199 Ardleigh Street, Philadelphia, known as the former Ada Lewis School ("the Property"), to be unused and unnecessary to the present and future needs of the School District of Philadelphia within meaning of Section 707 of the Public School Code; and be it

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

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

1. Execute, deliver and perform an Agreement of Sale (the Agreement) for the sale of the Property on an AS IS basis to Green Star, LLC, or its affiliate, for consideration of \$2,418,000 by cash to be wired at closing and under certain terms and conditions which may be negotiated between the parties, subject to the requirements of Pennsylvania law and the further provisions of this Resolution; and
2. Hold a closing in which the School District will convey clear fee simple title via a special warranty deed to be executed at closing, require the Buyer to pay for certain expenses incurred in connection with the transaction, including, but not limited to, the payment of all state and local real estate transfer taxes, if applicable, and to execute such other documents as may be necessary to accomplish the foregoing, it being conclusively presumed from any action thereby that is authorized on behalf of the School Reform Commission; and be it

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

Description: The School District owns the property known as the former Ada Lewis School, which was closed in June, 2007 and is currently vacant.

The Buyer has offered to purchase the Property for \$2,418,000. The Buyer has agreed to buy the Property on an "As Is" basis. The Buyer has proposed a 90-day due diligence period after an executed Agreement of Sale and a Closing 60 days following the end of Due Diligence. Buyer will deposit \$60,450 upon signing the Purchase & Sale Agreement and will deposit an additional \$60,450 after the expiration of the 90-day due diligence period; total deposit therefore will be \$120,900. The Zoning of this building is RSD-3 Residential. The Buyer has indicated their development plan is by-right and deal is not contingent on a zoning change.

ABC Code/Funding Source

\$2,418,000.00

A-25

Lease Agreement with the Philadelphia Municipal Authority for a portion of land at Robert Pollock Elementary 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 Lease Agreement with the Philadelphia Municipal Authority to use approximately 22,280 square feet of vacant land located adjacent to the Robert B. Pollock Elementary School located at 2875 Welsh Road (the "Premises"), for nominal rent, for a term of up to 25 years, commencing upon execution. The Premises are being leased in "as is" condition for construction of a new playground and other improvements. The Philadelphia Municipal Authority will then sublease the premises to the City of Philadelphia, which will construct improvements at its sole expense through the Departments of Public Property and Parks and Recreation. The City shall maintain and repair the Premises and may make improvements to the Premises that are authorized by the Sublease, at no cost to the School District. The other terms of the Lease Agreement must be acceptable to the School District's Office of Real Property Management, Office of General Counsel and Office of Risk Management to protect the interests of the School District.

Description: The City of Philadelphia through the Parks and Recreation Department has requested permission to lease a portion of the vacant land next to the Pollock School located at 2801 Welsh Road in order to install a new playground and make other improvements that will benefit both the school and the surrounding community. The project will include (i) new asphalt surface, (ii) age appropriate play areas for 2 to 5 year olds and 5 to 12 year olds, (iii) resurfacing the basketball court and installing new backstops, (iv) new benches and litter receptacles, (v) upgraded chain link fencing, (vi) new swing sets, (vi) painted tricycle track and games, (vii) re-seeded lawn areas and other new landscaping and (viii) repair of brick retaining wall. This lease will provide the school and the neighborhood surrounding the McArdle playground with a new, safe area for younger children to play and will be run and maintained by the City on a long-term basis.

ABC Code/Funding Source

N/A

A-26

Withdrawn by Staff

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Tuesday, January 9, 2018. Please reference the Resolution Number and include your name and email address.

Student Support Services

A-27 (Added 1.12.18)

Categorical/Grant Funds/Operating Budget: \$160,000 Contract Amendment with LanguageLine Solutions – Telephonic Interpretation Services

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of Contract No. 457D/F14, originally entered into with Language Line Services, Inc., pursuant to Resolution No. A-74, approved by the School Reform Commission on June 15, 2017, by increasing the amount of the Contract by an additional \$160,000 from the total of \$600,000 approved in Resolution A-62, to an amount not to exceed \$760,000, for the period through June 30, 2019.

Description: Translation and interpretation services are managed and coordinated by the Office of Family and Community Engagement (FACE), and acts as the essential bridge of communication between English Learning (EL) families and the School District of Philadelphia. Interpretation refers to the process of orally rendering communication from one language into another, while translation refers to the same process in written language.

The Office of Family and Community Engagement seeks to contract with LanguageLine Solutions a comprehensive language service provider which helps to eliminate language barriers by offering telephonic interpreting, document translation, and consulting services to serve Limited English Proficient individuals in more than 200 languages available 24 hours a day, 7 days a week, and 365 days a year. LanguageLine Solutions ability to guarantee continuous service is a result of its infrastructure’s complete redundancy and its geographically distributed workforce.

Telephonic interpretation provides a powerful and effective tool in serving the District’s non-English speaking constituents. This service, implemented to support principals, teachers, counselors, school police, and other staff to communicate with non-English speaking families, is convenient, reliable, available at any time, and has become one of the most effective tools to communicate with multilingual parents and communities.

LanguageLine Solutions was selected through a competitive RFP process conducted by the City of Philadelphia. Under the guidance of the District’s Office of Procurement Services, FACE is availing itself of the City’s procurement process. Pursuant to Commonwealth Procurement Code, section 1902 of Act 57 of May 15, 1998, as amended, (Title 62 Pa. C.S. 1902) local public procurement units, local municipalities, and authorities are permitted to participate in, sponsor, conduct, or administer a cooperative purchasing agreement for the procurement of any supplies, services, or construction with one or more public procurement units or external procurement activities in accordance with an agreement entered into between the participants. Based on this Local Public Procurement Units located within the County of Philadelphia, or as otherwise by the County and the contractor may, at its discretion, avail themselves of contract(s) awarded by the County of Philadelphia, provided the contractor agrees.

The successful use of telephonic interpretation has been steadily promoted by an extensive campaign to simultaneously train District staff about its use while informing non-English speaking members of the District community that the service is available in all District related offices. FACE has designed, produced, and distributed language ID charts, posters describing the use of telephonic service, and language service request cards in multiple languages to encourage and promote the use of this service.

ABC Code/Funding Source	\$160,000.00
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Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Tuesday, January 9, 2018. Please reference the Resolution Number and include your name and email address.

1100-045-9JS0-2264-3291 Operating (\$40,000.00)
 201X-G45-9JS0-3393-3291 Title I (\$120,000.00)

A-28 (Added 1.12.18)

Donation: \$1,402,000 Acceptance of Donation from Big Brothers Big Sisters Organization – Mentoring Services; 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 from Big Brothers Big Sisters Organization ("BBBS") of mentoring services to students in at least 29 School District schools, valued at \$1,402,000, for the period from September 1, 2017 through June 30, 2018; and be it

FURTHER RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent, of a Memorandum of Understanding with Big Brothers Big Sisters Organization to provide mentoring services to students in at least 29 School District schools. The schools include, but are not limited to, William Dick School, Delaplaine McDaniel Elementary School, Potter Thomas Promise Academy, Laura W. Waring School, James Logan Elementary School, Promise Academy at Martin Luther King High School, D. Newlin Fell School, George W. Sharswood School, Dr. Ethel D. Allen School, Feltonville School of Arts and Sciences, George Washington Carver High School of Engineering and Science, Anna Blakiston Day School, Benjamin Franklin High School, Samuel Powel Elementary, Henry C. Lea Elementary School, Albert M. Greenfield School, Edward Heston Elementary School, Paul Lawrence Dunbar School, Tanner G. Duckrey School, General George G. Meade School, S. Weir Mitchell Elementary School, Benjamin B. Comegys Elementary School, Thomas Mifflin School, James Logan Elementary School, Samuel Gompers Elementary School, Chester A. Arthur Elementary School, Martha Washington Elementary School, Science Leadership Academy Middle School, and Parkway Center City High School.

Description: For the 2017-18 school year, BBBS IR will match students from each of the 29 schools listed in the contract with one-to-one mentoring relationships with volunteer mentors from the surrounding community. Mentors will meet with students two to four times a month, individually, or in a structured group activity. The mix of individual meetings and structured group activities will help mentors and students build positive relationships with the goal of modeling appropriate behavior, sharing experiences, and having opportunities for meaningful contact.

ABC Code/Funding Source

\$1,402,000.00

A-29 (Added 1.12.18)

Donation: \$113,000 Acceptance of Donation from the Health Federation of Philadelphia for the North Philadelphia Health Enterprise Zone – Community & University Affiliated Schools Project

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 \$113,000 from the Health Federation of Philadelphia, as part of the North Philadelphia Health Enterprise Zone initiative to reduce health disparities and improve health outcomes for students in the North Philadelphia Enterprise Zone, for the period commencing January 19, 2018 through completion of the program.

Description: The North Philadelphia Health Enterprise Zone Community & University Affiliated Schools project will invest in a set of key services that will leverage and connect to the large array of health-related services that are available for Philadelphia's children. The goal is that a strategic investment will improve health, school attendance and academic achievement for 1,800 children who attend Community

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Schools or University Affiliated Schools in the North Philadelphia Health Enterprise Zone (HEZ).

The initiative will work to connect children to care by:

--Making sure insured children can access the services their healthcare coverage provides, especially dental and vision care;

--Providing care for children who are uninsured;

--Tackling one of the largest health challenges Philadelphia children face: asthma, by making sure each child has an asthma plan and children's home and school environments are free of asthma triggers; and

--Making sure all eligible children and their parents are enrolled in health care coverage and other benefits, such as SNAP, that can help them be ready to learn.

Through this initiative, four elementary schools will receive services from approximately eight Community Health Connectors (employed by the Health Federation of Philadelphia), who will work with school staff to help maximize children's ability to participate in school-based health screening, to receive any needed follow-up care, and generally to help address health-related concerns. The program will also provide in-home visiting, education and supplies to children who are missing multiple days of school due to asthma. The four schools that have been designated to receive the services are:

William Cramp Elementary

Edward Gideon Elementary/Middle

James Logan Elementary and

Bethune Elementary

In addition to the services of the community health connectors, each of the schools will receive \$7,000 to support small-scale asthma trigger removal at the schools. Additionally, the District will receive \$85,000 to support District activities that

ABC Code/Funding Source

\$113,000.00

III. EDUCATION SERVICES

Academic – Acceptances/Donations

B-1

Donation: \$65,000 Acceptance of Donated Services from Public Citizens for Children and Youth; Memorandum of Understanding

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the donation of arts services valued at up to \$65,000 from Public Citizens for Children and Youth in Picasso Project grants to provide teaching artists and related supplies for school-based arts activities in up to 14 schools, to be selected through a grant review process, for use in the period commencing January 19, 2018 through June 30, 2018; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, contingent upon receipt of this donation, to execute, deliver and perform a Memorandum of Understanding with Public Citizens for Children and Youth, to provide these services to the School District students, in a form acceptable to the Office of General Counsel and the Office of Risk Management.

Description: The Picasso Project was created by Public Citizens for Children and Youth (PCCY) in 2003 to increase arts education opportunities for students in The School District of Philadelphia by facilitating the capacity of schools to provide additional arts education experiences especially in schools that are under-served. Only schools which have two or less full-time arts teachers (visual arts, music, drama, and

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dance) are eligible to apply. The Picasso Project issues an application inviting school-based teams to apply for these grants. Over the last 15 years, PCCY through the Picasso Project, has funded 163 school-based arts projects which provided activities and experiences valued at \$674,466, reaching over 40,750 students.

This year, PCCY will grant up to fourteen schools (K-12) up to \$5,000 per school for a total of up to \$65,000. Schools may apply to fund their school-based project describing how their project will enhance and facilitate the integration of the arts into the curriculum and classroom. Teams of classroom teachers, art and music teachers and teaching artists from local arts and cultural institutions design each project. Each school's application requires the approval of their principal.

Schools are selected to participate by a review committee of the PCCY board members and other stakeholders including District staff and community partners.

Through the Picasso Project, PCCY also engages in advocacy towards long-term changes in access to and funding for arts education in District schools. The Picasso Project is funded by individuals, foundations, corporations and events.

These funds will be held by PCCY and paid directly to schools and their partners to cover the program costs and materials.

ABC Code/Funding Source	\$65,000.00
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Academic – Contracts/Payments

B-2

Categorical/Grant Fund: \$68,600 Contract with Solution Tree – Professional Development

RESOLVED, that the School Reform Commission ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent of a contract with Solution Tree, to provide training and professional development for School District staff at Roosevelt Elementary School to improve school and staff climate, for an amount not to exceed \$68,600, for the period commencing January 31, 2017 through September 30, 2018.

Description: Roosevelt Elementary School is proposing to enter into a contract with Solution Tree. Solution Tree will provide an overview of our school culture. They will conduct a climate/culture review and on-going embedded professional development that aims to improve school and staff climate. This will include 5 day-long trainings for all staff along with 4 embedded coaching sessions to develop collaborative practices and provide all staff with tools to improve student performance in a healthy and safe learning environment.

ABC Code/Funding Source	\$68,600.00
3G0X-G02-6360-1101-3291 School Improvement Grant	

B-3

Categorical/Grant Fund: \$1,160,000 Contract with Philadelphia Youth Network – WorkReady Summer Program 2018-2020

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with Philadelphia Youth Network, Inc. to support GEAR UP cohorts with WorkReady summer programming, for an

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amount not to exceed \$1,160,000.00, for the period commencing July 2, 2018 through September 24, 2020.

Description: WorkReady Philadelphia, managed by the Philadelphia Youth Network (PYN), is a portfolio of programs that provide workforce etiquette and career readiness to address the skills gap among youth. PYN designed a continuum of models to provide young people ages 12-24 with career-connected education experiences that create long-lasting relationships while building the critical 21st century skills that are foundational to entering the workforce.

The purpose of this resolution to authorize a contract with PYN to support the successful implementation and execution of GEAR UP's 2018 - 2020 Summer Internship Program, including the payment of student wages, payroll management, and support.

Approximately 250 youth from GEAR UP schools will participate in one of four WorkReady summer program models: Career Exposure, Service Learning, Work Experience, and Internships. Career Exposure: The Career Exposure model provide opportunities for 10th grade youth to explore skills and experience that careers require and to be exposed to four key 21st century skills, specifically focusing on introducing long term and short term goal setting, and providing opportunities to build their social networks.

Service Learning: Service Learning programs should employ teaching and learning strategies designed for youth with an interest in civic service, and little or no prior exposure to the world of work. These programs will allow youth to collectively address real-world issues, problems, and needs within the local, regional, national, or global community. Youth will work in groups in a wage-bearing experience to explore these real-world challenges through research, reflection, and project development, as well as through direct service and/or advocacy. During their projects, youth will acquire the necessary knowledge for active and effective citizenship and will practice targeted 21st-century skills.

Work Experience: Work Experience programs will provide a structured wage-bearing work experience for youth with limited exposure to the world of work. Work Experience programs will also provide youth with explicit opportunities to further explore a desired career path as well as practice 21st-century skills. As a supplement to the work experience, participants will complete a work-based-learning project that demonstrates knowledge of the specific career area of their worksite. Work Experience programs will be required to provide intentional skill development and ongoing interaction with a trained adult supervisor.

Internships: Internships will offer an advanced opportunity for youth with prior employment and/or leadership experience. These wage-bearing experiences will provide youth with exposure to professional careers otherwise not accessible to the teenage population, opportunities to develop and refine targeted 21st-century skills, and engagement in ongoing, professional-development workshops. In addition, internships will provide opportunities for youth to work closely with a trained, adult supervisor, who will serve in an instructional role throughout the duration of the experience.

PYN will manage funds allocated for the purposes of making payments and accounting for expenditures made on behalf of the GEAR UP, with primary use of funds for student wages and provision of student payroll services. Youth will work approximately 20 hours per week, a total of 120 hours over six weeks.

PYN services will include:

- Model development: PYN will share model design for the four WorkReady summer models to identified

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program partners. PYN will ensure program partners understand the model requirements and expectations.

- Tools and Resource Development to develop tools and resources (i.e. enrollment checklist, worksite agreement, policies & procedures) required to run a high quality program.
- Training and Technical Assistance: PYN will provide access to training resources (manuals, webinars and in-person) required to run a high quality program. PYN will also identify a staff person to be the main point of contact for GEAR UP staff as well as program partners.
- Contextual Learning and Financial Literacy: PYN will provide supports to the program partners to ensure high quality contextual learning and financial literacy is incorporated into the youth experience.
- Eligibility and Compliance Review: PYN will review participate files for program eligibility and compliance.
- Reporting, Research and Evaluation: PYN will provide reports necessary to operate a high quality program. PYN will also conduct research and evaluation on the program participants and provide data to GEAR UP staff.
- PA Child Labor Law Compliance: PYN will provide necessary tools, resources, policies and procedures to ensure compliance with all PA Child Labor Laws, including required clearances.
- Employer of Record / Payroll Services: PYN will operate as the employer of record as well as manage and operate payroll services for all youth participants.

PYN, as a wage intermediary organization for the District, will utilize the vast majority of the funds in this contract to directly pay student wages and stipends. PYN will charge only a small percentage (7% of the total contract amount) for administrative costs, such as payroll management, check generation, postage, and data collection. The remaining funds (93% of the total contract amount) will pass through PYN and go directly to the students in the form of wages or stipends for participating in internships or academic enrichment programs. Furthermore, PYN is the only organization in the city with the capacity, expertise and infrastructure to administer a citywide student employment program. Other larger community based organizations in the city that operate their own smaller summer job programs currently partner with PYN to secure work sites and recruit students.

ABC Code/Funding Source	\$1,160,000.00
38BX-G58-97A0-2260-3291 GEAR UP	

B-4

Withdrawn by Staff

B-5

Operating Budget: \$25,000 Contract with Shippensburg University Foundation – 2018 PIAA State Track and Field Championships

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 Shippensburg University Foundation to provide dormitory housing and meals for student athletes and coaches, for an amount not to exceed \$25,000, for the period commencing May 25, 2018 through May 26, 2018.

Description: The Shippensburg University Foundation, in partnership with The Pennsylvania Interscholastic Association (PIAA), provides housing and meals for all student athlete runners competing in the 2018 PIAA State Track and Field Championships on the campus of Shippensburg University.

ABC Code/Funding Source	\$25,000.00
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Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Tuesday, January 9, 2018. Please reference the Resolution Number and include your name and email address.

B-6 (Updated 1.16.18)**Operating Budget: \$30,000 Contract with Steppingstone Scholars – STEAM Partnership Coordinator – George Washington Carver High School of Engineering and Science**

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 Steppingstone Scholars to pay partial salary and benefits for one STEAM Partnerships Coordinator to support students at George Washington Carver High School of Engineering and Science, for an amount not to exceed \$30,000, for the period commencing January 19, 2018 through June 30, 2018, with an option for annual renewal.

Description: The STEAM Partnerships Coordinator (SPC) will formalize a partnership between Carver HSES and Steppingstone Scholars to increase STEAM opportunities for Philadelphia students as well as create a strong talent pool of qualified students for selective colleges and universities. The SPC will have three core responsibilities:

- (1) At Carver HSES, the SPC will promote external partnerships through ongoing communication and site visits, outreach to expand partnership opportunities, support dual-enrollment at local colleges, and develop internship programs for the school year and summer. S/he will connect students to appropriate programs and internships, while serving as a mentor to students.
- (2) The SPC will support Steppingstone initiatives that promote high school selection and college readiness. This includes, but is not limited to, the CTE fair, implementing online college readiness courses, and Robotics summer programming.
- (3) The SPC will assist the Carver HSES and Steppingstone leadership with analyzing the scope of external programs and student participation rates.

ABC Code/Funding Source	\$30,000.00
1100-004-4030-1103-3291 Operating	

IV. INTERMEDIATE UNIT**IU-1****Categorical/Grant Fund: \$15,000,000 Contracts with Catapult Learning LLC, CORA Services Inc., Elwyn, and Learn It Systems LLC – Act 89 Services to Non-Public Schools**

RESOLVED, that the School Reform Commission acting in its capacity as the Board of Directors of the Philadelphia Intermediate Unit, authorizes Intermediate Unit #26, through the Executive Director or his designee, to execute, deliver and perform contracts separately with Catapult Learning LLC., CORA Services, Elwyn Inc., and Learn It LLC., for Act 89 auxiliary services to non-public students, for an aggregate amount not to exceed \$15,000,000, for the period commencing July 1, 2018 through June 30, 2019.

Description: Act 89 was enacted in 1975 to address equitable educational issues for non-public school students throughout Pennsylvania. The Declaration of Policy in the legislation stated that "The welfare of the Commonwealth requires that the present and future generation of school-age children be assured ample opportunity to develop to the fullest, their intellectual capacities. It is the intent of the General Assembly by this enactment to ensure that the Intermediate Units in the Commonwealth shall furnish on an equal basis auxiliary services to all pupils in the Commonwealth...". Auxiliary services are defined in the legislation as remedial reading and mathematics, counseling, psychological services, speech and mobility training. Act 89 services are provided to non-public students in Philadelphia through the Office of Non-Public Programs acting as Intermediate Unit #26. Intermediate Unit #26 engaged in a Request for

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Tuesday, January 9, 2018. Please reference the Resolution Number and include your name and email address.

Proposal process (RFP #565) in the fall of 2017 to seek qualified vendors at competitive hourly rates from which non-public schools could choose for services. The RFP review Committee comprised representatives of Intermediate Unit #26 and non-public schools. Non-public schools may choose each year among vendors with no geographic boundaries, selecting the vendor they believe provides the best service model for their schools at a competitive hourly rate. It is possible that only one, or up to all four, vendors may be selected by schools to provide service. Therefore, it is not known at this time the dollar value of service each vendor will provide. Intermediate Unit #26 seeks authorization to enter into contractual agreements with each vendor selected to provide auxiliary services to non-public schools for an aggregate amount for the four vendors not to exceed \$15 million.

ABC Code/Funding Source	\$15,000,000.00
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Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Tuesday, January 9, 2018. Please reference the Resolution Number and include your name and email address.

THE SCHOOL DISTRICT
OF PHILADELPHIA

SECTION: 100 Programs

TITLE: English Language
Development/Bilingual
Education Program

ADOPTED:

REVISED:

138 (NEW) ENGLISH LANGUAGE DEVELOPMENT/BILINGUAL EDUCATION
PROGRAM

Purpose

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

Definition of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

Authority

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

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

Delegation of Responsibility

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

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

Mandated Regulatory Procedures

Identification, Placement, and Notifications¹

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

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

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

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

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

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

Programming²

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

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

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

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

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

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

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

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

Equitable Access⁴

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

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

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

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

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

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

entitled to equitable access to language development instruction and resources.

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

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

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

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

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

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

Evaluation & Accountability⁵

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

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

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

Parent, Family, and Community Engagement⁶

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

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

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

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

Legal References:

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

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

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

Related Information:

34 CFR Part 200

LeGare 1994, Consent Decree

Pol. 304 - Employment of District Staff

ENGLISH LEARNERS PROGRAM HANDBOOK

School Year

2017-18

OFFICE OF MULTILINGUAL CURRICULUM AND PROGRAMS

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THE SCHOOL DISTRICT OF PHILADELPHIA

ENGLISH LEARNERS PROGRAMMING HANDBOOK

TABLE OF CONTENTS

Contents

I. INTRODUCTION.....	5
A. Guiding Principles.....	6
II. STATUTES, POLICIES, AND LEGAL REQUIREMENTS.....	7
A. Federal Laws, State Laws, and School District of Philadelphia Policies	7
1. Federal Policies.....	7
2. State Policies.....	9
3. Local Policies.....	9
B. EL Identification and Program Enrollment.....	9
1. Home Language Survey (HLS)	9
2. EL Identification Procedure.....	10
3. Primary Home Language Other Than English (PHLOTE) List	11
C. Multilingual Assessment Center (MAC).....	11
III. Proficiency Standards & Levels – World-Class Instructional Design and Assessment (WIDA) Consortium.....	12
A. The English Language Development (ELD) Standards.....	12
B. Four Language Domains	13
C. Proficiency Levels.....	14
D. Can Do Descriptors and Model Proficiency Indicators	15
1. Can Do Descriptors.....	15
2. Can Do Descriptors, Key Uses Edition.....	15
3. Model Performance Indicators.....	16
IV. LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS (LIEP).....	16
A. English as a Second Language (ESL).....	16
B. Dual Language Program.....	16
C. Newcomer Learning Academy (NLA).....	18
D. Sheltered Instruction/EL Friendly Instruction	18
E. Supplemental Language Programs.....	19
V. LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP) IMPLEMENTATION.....	20

A. ESL: Grades K-8.....	20
1. Collaborative ELD Instruction: K-8	20
2. ESL Scheduling and Instructional Materials: K-8	20
3. Rostering Directive: K-8.....	23
B. ESL Instruction: Grades 9-12.....	24
1. Instructional Models: 9-12.....	24
2. ESL Curriculum: 9-12.....	27
3. English Language Development (ELD) Materials	27
4. Schedule, Staffing, and Placement of ELs in Grades 9-12.....	28
5. Rostering Guidelines for ELs in Grades 9-12.....	29
a. General Rostering Guidelines:	29
b. Block Rostering Guidelines	32
Sample Block Roster Chart for ELD Classes	32
c. ELD English Placement for High Schools.....	33
VI. RECLASSIFICATION CRITERIA AND MONITORING FORMER ELs.....	33
A. Reclassification Criteria.....	33
B. Four-Year Monitoring Process.....	35
VII. DISTRICT-WIDE POLICIES AND PROCEDURES FOR ELS	36
A. Program Duration and Student Support.....	36
B. Marking and Grading Guidelines for ELs.....	36
C. Guidelines for Annual Assessments and District-Wide Assessments	37
D. Testing Accommodations for ELs	39
E. Promotion and Retention Policy for ELs.....	40
F. RtII/MTSS for English Learners (ELs)	40
G. Support for Long-Term ELs	42
VIII. DATA COLLECTION AND MANAGEMENT.....	43
A. EL Data Folders/Envelopes	43
B. Data Maintenance.....	44
IX. ADDITIONAL PUPIL SERVICES	45
A. Counseling Services.....	45
B. ELs with Special Needs.....	45
C. Gifted ELs	46
X. EQUAL ACCESS OPPORTUNITIES	46
A. LeGare.....	46

B. Alternative Education programs.....	47
C. Career and Technical Education (CTE)	47
D. McKinney-Vento Homeless Education Assistance Act.....	47
XI. PROGRAM EVALUATION.....	48
A. Adequate Measurable Objectives (AMO).....	48
XII. FAMILY AND COMMUNITY OUTREACH.....	48
A. Family Notification.....	48
B. Translation and Interpretation Services.....	49
C. Bilingual Counseling Assistant.....	49

I. INTRODUCTION

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

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

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

All programs share the following core value:

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

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

The handbook has been developed to:

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

A. Guiding Principles

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

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

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

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

II. STATUTES, POLICIES, AND LEGAL REQUIREMENTS

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

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

1. Federal Policies

a. Title VI of the Civil Rights Act of 1964

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

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

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

b. Lau v. Nichols (1974)

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

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

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

c. Castañeda v. Pickard (1981)

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

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

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

d. Plyler v. Doe (1982)

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

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

e. Every Student Succeeds Act (2017)

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

[Further information about ESSA](#)

2. State Policies

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

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

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

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

3. Local Policies

a. SRC Policy 102

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

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

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

B. EL Identification and Program Enrollment

1. Home Language Survey (HLS)

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

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

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

2. EL Identification Procedure

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

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

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

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

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

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

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

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

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

C. Multilingual Assessment Center (MAC)

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

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

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

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

The staff assists students and their families in the following:

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

The Multilingual Assessment Center is located at:

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

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

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

A. The English Language Development (ELD) Standards

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

1. English Language Development Standard 1:

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

2. English Language Development Standard 2:

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

3. English Language Development Standard 3:

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

4. English Language Development Standard 4:

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

5. English Language Development Standard 5:

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

B. Four Language Domains

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

The definitions of the language domains are as follows:

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

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

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

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

C. Proficiency Levels

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

The English Language Proficiency Levels are:

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

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

Level 1 - Entering

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

Level 2 - Emerging

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

Level 3 - Developing

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

Level 4 - Expanding

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

Level 5 - Bridging

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

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

D. Can Do Descriptors and Model Proficiency Indicators

1. Can Do Descriptors

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

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

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

2. Can Do Descriptors, Key Uses Edition

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

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

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

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

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

3. Model Performance Indicators

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

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

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

IV. LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS (LIEP)

A. English as a Second Language (ESL)

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

B. Dual Language Program

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

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

The goals of the Dual Language Program are to:

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

The following schools offer Dual Language Programs:

Cayuga School**

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

Alexander McClure School

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

Southwark Elementary School*

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

Lewis Elkin School

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

Muñoz-Marin Elementary School

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

Bayard Taylor School

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

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

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

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

ELD Instruction within Dual Language Programs

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

C. Newcomer Learning Academy (NLA)

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

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

The following location offers the NLA program:

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

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

D. Sheltered Instruction/EL Friendly Instruction

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

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

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

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

E. Supplemental Language Programs

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

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

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

V. LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP) IMPLEMENTATION

A. ESL: Grades K-8

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

1. Collaborative ELD Instruction: K-8

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

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

2. ESL Scheduling and Instructional Materials: K-8

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

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

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

ESL Program Implementation: K-8

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

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

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

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

Rostering Guidelines

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

Options for Collaborative Instruction

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

B. ESL Instruction: Grades 9-12

1. Instructional Models: 9-12

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

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

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

Each of the models below requires:

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

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

a. English Language Development Credit-Bearing Classes

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

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

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

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

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

b. English Language Development Electives

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

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

c. Sheltered Content / Disciplinary Classes

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

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

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

2. ESL Curriculum: 9-12

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

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

3. English Language Development (ELD) Materials

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

- ELD1 – Edge Fundamentals
- ELD 2 – Edge A

Edge: Reading, Writing and Language supports students learning in the four language domains, reading and writing strategies, vocabulary and grammar, and critical thinking. The curriculum includes informational text and multicultural and contemporary literature, poetry, poems and classical literature. Students encounter texts that are age appropriate with grade-level complexity. Units also include “close reading” excised to support students in deep reading of complex texts. Additionally, each unit has multiple short

writing opportunities and in-depth writing projects including argumentative, expository and narratives tasks.

- Sheltered English 1 – 9th grade McGraw Hill *Study Sync* or Houghton Mifflin Harcourt *Collections*
- *Sheltered English 2, 3 or 4* – 10th, 11th or 12th grade McGraw Hill *Study Sync* or Houghton Mifflin Harcourt *Collections*

Sheltered English courses (Levels 3 / Developing to 4.5 / Expanding) will use the English Language Arts (ELA) core materials purchased by the high school (McGraw Hill *Study Sync* or Houghton Mifflin Harcourt *Collections*). The School District of Philadelphia’s Curriculum Engine includes suggestions for accommodations and supplemental materials for English Learners.

Teachers may draw from many sources to integrate more authentic reading into ELD classes. EDGE Fundamentals and EDGE A include leveled readers for each unit. Teachers may also add excerpts from content-area texts, short news articles, poetry and song lyrics, as well as tables, graphs and maps.

Information on the high school ESL curriculum may be accessed from the website of the Office of Multilingual Curriculum and Programs:

[Information on high school ESL curriculum](#)

Curriculum Map for courses are available at the Office of Multilingual Curriculum and Program website:

<https://www.philasd.org/multilingual/resources/educators/curriculum-instructional-resources/high-school-grades-9-12/>

4. Schedule, Staffing, and Placement of ELs in Grades 9-12

Daily schedule of ELD and sheltered classes:

English Learners (ELs) are rostered by level into one or more ELD (English Language Development) classes per day. Scheduling of ELs depends on number of staff, ESL and content teachers, and number of ELs. **Schedules for ELs should be created first in the rostering process to ensure students are grouped by level and can receive appropriate mandated ELD instruction.**

a. English Language Development (ELD) courses

(1) Entering (Level 1): 3 courses

- English Language Development - ELD 1 (one English credit)
- ELD 1 Elective (one elective credit)
- Linguistic Development (one elective credit)

If possible, Level 1 students should be sheltered as a group in content classes (math, science, social studies).

(2) Emerging (Level 2): 2 courses

- English Language Development, ELD 2 (one English credit)
- ELD 2 Elective (one elective credit)

If possible, Level 2 students should be sheltered with Level 2 and Level 3 students as a group in content classes (math, science, social studies).

(3) Developing (Level 3): 2 courses

- Sheltered English 1 or 2 (one English credit)
- Cross Curricular Language Development (elective)

If possible, Level 3 students should be sheltered with Level 2 or 3 students as a group in content classes (math, science, social studies).

(4) Expanding & Bridging (Level 4&5): 0-1 course

Either roster in grade level course with non-EL peers for English 1, 2, 3 or 4 based on previous courses (one English credit) or in a sheltered course for ELs. If staffing permits, students with level 4.0-4.5 should be in a Sheltered English class taught by an ESL teacher. **Students with level 4.6 and higher may be placed in a grade level English class with non-ELs. Level 4 & 5 students do NOT need sheltered content instruction for math, social studies, science or other electives.** Content teachers should provide appropriate accommodations.

5. Rostering Guidelines for ELs in Grades 9-12

a. General Rostering Guidelines:

- English Learners must be rostered **first** so that they may receive the full complement of ELD services to which they are legally entitled. Since Level 1 and 2 students are scheduled for ELD classes by level, and not by grade, it is a complex process to create the ELD class roster.
- The roster for a school with a sheltered content class program must be created every year. Sheltered rosters and schedules cannot be rolled over year to year. The number of ELs in a school and in each level of ELD within each grade changes annually. These factors necessitate creating a new roster for the entire school each year.
- Content-area sequences for Level 1, 2 and 3 students are propelled by ELD level and not grade or student age. Course sequences are not mandated by the School District of Philadelphia or the Pennsylvania Department of Education. ELs may take the courses in a sequence that best meets their linguistic needs. For example,

Geometry may be more language dependent than Algebra 2, so students at lower levels of English proficiency may take Algebra 2 before Geometry.

- Sheltered content course should only include ELs. The ideal sheltered program has Level 1 students rostered separately from Level 2 – 3 students. The beginner-level learners require more scaffolding and accommodations. Level 2 and 3 students may be rostered together in the same sheltered class. The teacher may need to differentiate instruction and assessment.
- For Levels 1, 2 and 3, individual ELs’ background and learning characteristics, ACCESS for ELs 2.0 composite levels and domain specific levels (reading, writing, speaking, listening), and credit profile should drive student placement in sheltered content classes.
- An ESL-friendly content class includes ELs and non-ELs. ESL-friendly content courses can be formed in schools where sheltered classes are not feasible because of a limited number of ELs between levels 1 – 3.

(See *High School English Learner Course Sequence by ELP Level* on the following pages)

ESL Course Sequence

Students with ACCESS levels 3 – 4.5 are enrolled into Sheltered English courses. The level (English 9, 10 etc.) is based on their year in school. Sheltered content classes end at ACCESS level 3.9. Students may be assigned to Level 3 (Developing) sheltered content classes, such as mathematics, science and social studies, on an “as-needs” basis.

ACCESS Level	English Course(s)	Academic Core (Soc Stu, Math, Science)	Optional ESL Electives (get recommendations from ESL coordinator)
1.0 - 1.9 (Entering)	ELD 1 (English) <u>AND</u> ELD 1 (Elective)	Scheduled at grade level into <u>Sheltered</u> courses with level 1.0-1.9 ELs.	ELD Senior Capstone (recommended for 12 th graders completing a senior project)
2.0 - 2.9	ELD 2	Scheduled at	Language of

ACCESS Level	English Course(s)	Academic Core (Soc Stu, Math, Science)	Optional ESL Electives (get recommendations from ESL coordinator)
(Emerging)	(English) <u>AND</u> ELD 2 (Elective)	grade level into <u>Sheltered</u> or <u>ESL Friendly</u> courses with level 2.0-3.9 ELs.	Math (recommended for SIFE)
3.0 - 3.9 (Developing)	Scheduled at grade level into <u>English 1-4 Sheltered</u> with level 3.0-4.5 ELs	Scheduled at grade level into <u>Sheltered</u> or <u>ESL Friendly</u> courses with level 2.0-3.9 ELs.	Cross Curricular Language Development (recommended for ELs with more than five years in an ESL program or ELs in need of additional support)
4.0 - 4.5 (Expanding)	Scheduled at grade level into <u>English 1-4 Sheltered</u> with level 3.0-4.5 ELs	Scheduled into <u>general education</u> courses.	Cross Curricular Language Development (recommended for ELs with more than five years in an ESL program or ELs in need of additional support)
4.6 + (Expanding to Reaching)	*Students at this level should be programmed into general education*	*Students at this level should be programmed into general education*	*Students at this level should be programmed into general education*

b. Block Rostering Guidelines

For schools with block rostering, students remain in the ELD English class for the school year and earn one English credit and one elective credit for the academic year. The accompanying ELD elective class is completed either in the first semester or second semester and students earn an additional elective credit. The following guidelines must be considered when rostering ELs:

- If a school has one block period, the block period should be used for ELD courses for ELs in Levels 1 and 2 from September through June. Level 1 and 2 students, in particular, need to attend ELD classes daily and all year long. In addition, Level 1 students with interrupted formal schooling should have a 3rd course, Linguistic Development. Therefore, Level 1 students may have 3 of their 8 “blocks” used for ELD and/or EL elective courses.
- Students in Sheltered English 3 and 4 with 4 or more years in an ESL program and ACCESS levels under 3.9 should be rostered in Cross Curricular Language Development, an elective credit.
- Students should be rostered with the same teacher for ELD 1 English or ELD 2 English in the fall semester and ELD 1 Elective or ELD 2 Elective in the spring semester.

Sample Block Roster Chart for ELD Classes

Level	Semester 1: ELD Class (English credit)	Semester 2: ESL Required Courses (elective credit)
1	ELD 1 English Optional - Linguistic Development	ELD 1 Elective (Linguistic Development may also be taken in the 2 nd semester)
2	ELD 2 English	ELD 2 Elective
3 - 4.5	Sheltered English 1, 2, 3, or 4	Optional - Cross Curricular Language Development
4.6 +	English (based on grade level)	

c. ELD English Placement for High Schools

A student's most recent proficiency level and ESL teacher input determine placement for the student's ELD English class. For example, if a level 1 9th grade student scores 3.8 on the state-mandated ACCESS test, the recommended placement for 10th grade would be Sheltered English 2. If a level 1 9th grade student scores 2.5 on the state-mandated ACCESS test, the recommended placement for 10th grade would be ELD 2 English and ELD 2 Elective

VI. RECLASSIFICATION³ CRITERIA AND MONITORING FORMER ELs

A. Reclassification Criteria

Under the Every Student Succeeds Act (ESSA), reclassification criteria changed starting 2016-2017 SY. No content based tests can be used to determine the continuation of a student's EL status. Therefore, the new proposed criteria are based on ACCESS test results along with teachers' recommendations and rubrics. As 2016-2017 was a transitional year, rubrics were not needed. Please refer to the tables below to compare exit criteria used prior, during, and after 2016-2017 SY.

Reclassification Criteria Prior to 2016-2017 SY

³ *Reclassification is also known as "exiting" from an ESL program*

Grade	ACCESS for ELs 2.0 Composite (overall) Score⁴	PSSA/Keystone/ District Standardized Assessment Performance	Report Card Grade
K	5.0 or higher	'D' or better on DRA for Reading and grade equivalent or better on GMADE for Math	'C' or better in Math, Science, and Social Studies and reading level "At Target"
1	4.6 or higher	'J' or better on DRA for Reading and grade equivalent or better on STAR for Math	'C' or better in 4 major subjects
2	4.6 or higher	'M' or better on DRA for Reading and grade equivalent or better on STAR for Math	'C' or better in 4 major subjects
3 – 5	4.6 – 4.9	'Proficient' or better on PSSA Reading and 'Basic' or better on PSSA Math	'C' or better in 4 major subjects
3 – 5	5.0 or higher	'Basic' or better on PSSA Reading and 'Basic' or better on PSSA Math	'C' or better in 4 major subjects
6 – 8	4.7 – 4.9	'Proficient' or better on PSSA Reading and 'Basic' or better on PSSA Math	'C' or better in 4 major subjects
6 – 8	5.0 or higher	'Basic' or better on PSSA Reading and 'Basic' or better on PSSA Math	'C' or better in 4 major subjects
9 – 12	4.8 – 4.9	'Proficient' or better on Keystone Literature or above-grade equivalent on STAR for Reading and 'Basic' or better on Keystone Algebra I or Benchmark threshold (TBA) for Math	'C' or better in 4 major subjects
9 – 12	5.0 or higher	'Basic' or better on Keystone Literature ⁶ or above-grade equivalent on STAR for Reading and 'Basic' or better on Keystone Algebra I ⁶ or Benchmark threshold (TBA) for Math	'C' or better in 4 major subjects

Reclassification Criteria for 2016-2017 SY Only

Grade	ACCESS for ELs Composite (overall) Score⁵	ESL Teacher Recommendation	Alternative Recommendation
K-12	5.0 or higher	At least one (1) ESL teacher recommendation for reclassification (exit).	In the absence of an ESL teacher recommendation for reclassification (exit), student must have at least two (2) recommendations for reclassification (exit) from two (2) different content teachers.

Reclassification Criteria for 2017-2018 SY and Beyond

⁴ Must be on a Tier C test.

⁵ Taken in 2016-2017 school year

Grade	ACCESS for ELs Composite (overall) Score ⁶	ESL Teacher Language Use Inventories ⁷
K-12	4.5 or higher	At least one (1) ESL teacher recommendation for reclassification (exit) and one (1) content teacher. In the absence of an ESL teacher, two (2) recommendations for reclassification (exit) from two (2) different content teachers will be accepted.

The Reclassification, Monitoring, and Redesignation of ELs policy for the 2017-2018 school year and beyond will be posted on October 1, 2017.

For more information, go to:

<http://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/English%20As%20A%20Second%20Language/Pages/Reclassification-and-Exit-Criteria.aspx#tab-1>

B. Four-Year Monitoring Process

As per Title III mandate, all reclassified/exited students must be monitored for four (4) years. Monitoring the academic progress of ELs should be a collaborative effort of school staff including the classroom teacher, the ESL teacher, counselor, and principal. The classroom teacher and the ESL teacher should establish frequent and ongoing communication to ensure that the student receives appropriate support aligned with his/her instructional needs.

Post-Exit Monitoring forms must to be completed at least one time per year and a copy of the form should be included in the EL Data Folder/Envelope for each reclassified/exited student. A review of the following items can provide evidence of a student's academic progress:

- Report card grades
- Predictive test progress
- Standardized test scores
- Classroom work samples
- Writing samples

⁶ Taken in 2017-2018 school year. Once ACCESS scores are released, the points are added to the points from the rubrics.

⁷ Must be completed prior to the release of ACCESS scores.

If during the four-year monitoring period evidence suggests that an exited student is still hindered by his/her English language proficiency, additional supports must be provided in order for the student to be successful in mainstream classrooms.

Post-Exit Monitoring forms will become available at <https://www.philasd.org/multilingual/resources/educators/forms/>

VII. DISTRICT-WIDE POLICIES AND PROCEDURES FOR ELS

A. Program Duration and Student Support

The School District of Philadelphia requires that English Learners (ELs) be enrolled and participate in the EL Education Program until the student achieves a level of English language proficiency as defined by State-mandated exit criteria. Pennsylvania Department of Education require that schools are kept accountable for student outcomes and therefore should strive to exit their ELs within six (6) years. Students with a medium to high English proficiency should be exited in less than six (6) years, as it is assumed that they would need less time to achieve English proficiency. However, we understand students coming from different backgrounds may take longer.

B. Marking and Grading Guidelines for ELS

ALL teachers are required to differentiate instruction and assessment (including grades) to align with the WIDA Can Do Descriptors that coincide with the ELD level of their ESL students. Please see below for criteria that will help in grading ELS:

For all ELS (Levels 1 – 5):

- ELS must receive modified and adapted instruction and assessment based on the WIDA Can Do Descriptors aligned with student's grade level and proficiency level.
- ELS' grades may only be based on assessment measures that have been adapted to accommodate the language-specific needs of EL students and may not be based on assessment measures designed exclusively for use by native speakers of English unless those measures match the Can Do descriptors for students' levels.

ELs should not receive failing grades based only on their inability to speak English. No ESL student enrolled in any course can be issued a grade of a D or an F unless the teacher can provide documentation in the following areas:

- The teacher has modified instruction and assessment to be in alignment with the Can Do descriptors appropriate for the student’s level
- The student has not made a reasonable effort despite appropriate EL Level accommodations
- On-going consultation has been made by the content teacher with the ESL teacher regarding the suitability of assessments and modified instruction strategies as they relate to students’ levels of language development.
- The family has been contacted and notified of the student’s academic performance in their preferred language and mode of communication.

ELs are not exempt from grades. All EL students, including “newcomers,” should receive a grade based on the Can Do descriptors in all subjects for each grading period. EL student grades should be based on work that has been appropriately modified. The only exception is for students who have been enrolled for a period of less than 15 school days of a marking period, in which case, the student can receive a mark of NG (“No Grade”).

If an EL teacher or content/grade teacher assigns a “D” or an “F” to an EL in any subject area, the teacher must submit documentation for the student to the principal, ESL coordinator and Multilingual Manager prior to giving the failing mark. Documentation should include supports provided to the student, including evidence of modified and differentiated instruction, modified and differentiated assessments, interventions, and RtII/MTSS. The documentation must prove that language was not the reason for the failing mark. If ELs are not meeting with success, it is critical that they be engaged in the RtII/MTSS process. An EL may fail once they have gone through the RtII/MTSS process, and their attendance has not improved.

Monitoring of EL grades is the responsibility of the ESL Teacher and/or ESL Coordinator or the ESL Point Person at schools without appointed ESL teachers.

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

C. Guidelines for Annual Assessments and District-Wide Assessments

1. Annual Assessments

The state-mandated annual assessments administered to ELs are the PSSA/Keystone and the ACCESS for ELs 2.0.

2. District-Wide Assessments: Benchmark Exams

- Level 1 and 2 ELs in grades 3 and higher are **NOT** recommended to take District-wide benchmark assessments in reading/writing or language arts.
- Level 3, 4, 5, and 6 ELs are required to participate in all District-wide assessments.
- All PSSA/Keystone accommodations for ELs are applicable to District-wide assessments.

3. State Standardized Assessments: PSSA and Keystone Exams

Participation in state standardized assessments is required for all ELs who have lived in the United States for more than one year. Pending approval, Pennsylvania's new policy for ELs participation in standardized testing is the following:

- (a) Students enrolled in a United States school for less than a year will not take any PSSA or Keystone exams.
- (b) Students in their second year will take all required PSSA and Keystone exams for participation purposes.
- (c) Students in their third year will take all required PSSA and Keystone exams for growth.
- (d) Students in their fourth year will take all required PSSA and Keystone exams for growth and proficiency.

4. Accommodations for District-Wide and State Assessments

Accommodations are provided to an EL to ensure that an assessment measures his/her knowledge and skills rather than his/her English proficiency. State-mandated accommodations for ELs may change from year to year. Please consult the most recent Pennsylvania Accommodations Guidelines, which can be found at: www.education.pa.gov.

New accommodations unfamiliar to students should not be introduced to students for the first time when they are taking the PSSA, Keystone or any other standardized test.

The academic performance, including proficiency in English, of each English Learner enrolled in the EL Education Program will be assessed using multiple assessments.

5. ACCESS for ELs 2.0

The Pennsylvania Department of Education uses ACCESS for ELs 2.0 as the statewide assessment instrument for the required annual assessment of English language proficiency. ACCESS for ELs 2.0 is a standards-based, criterion-referenced English language proficiency test designed to measure ELs' social and academic proficiency in English. It assesses social and academic English including the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains of listening, speaking, reading, and writing.

In the 2015-2016 school year, the SDP began to roll out the online ACCESS for ELs 2.0 at 25 schools. Fifty schools will participate in the 2017-2018 academic year.

An explanation of ACCESS 2.0 is available at:

[WIDA ACCESS 2.0](#)

ACCESS for ELs 2.0 is a large-scale test that addresses the English language development standards that form the core of the WIDA Consortium's approach to instructing and testing English Language Learners. These standards incorporate a set of Model Performance Indicators (MPIs) that describe the expectations educators have of ELs at multiple grade level clusters and in five different content areas. The grade level clusters include 1, 2, 3, 4-5, 6-8, and 9-12 for the paper-based ACCESS for ELs 2.0, and 1, 2-3, 4-5, 6-8, and 9-12 for the online ACCESS for ELs 2.0. There are five content area standards. The first is social and instructional language (SI), which incorporates proficiencies needed to deal with the general language of the classroom and the school. The others are English language arts (LA), math (MA), science (SC), and social studies (SS). For each grade level, the standards specify one or more performance indicators for each content area within each of the four language domains: Listening, Speaking, Reading, and Writing.

Kindergarten students are assessed using the original ACCESS for ELs. Information about the ACCESS for ELs can be found at:

<http://www.wida.us/assessment/access/index.aspx>

For students who are ELs and also require special education services, the Alternate ACCESS for ELs may be the appropriate assessment. The Alternate ACCESS corresponds to Alternate Language Proficiency Levels and Alternate Model Performance Indicators. The student's IEP team must determine whether the Alternate ACCESS is appropriate based on his/her IEP. A more detailed explanation can be found at:

<https://www.wida.us/assessment/alternateaccess.aspx>

The EL's proficiency level is presented as a whole number followed by a decimal. The whole number reflects students' English language proficiency level (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching) in accordance with the WIDA English language proficiency standards. The decimal indicates where the student is positioned within a proficiency level and the student's position on the path to the next proficiency level. For example, an EL at language proficiency Level 3.5 has moved half the distance through Level 3-Developing.

D. Testing Accommodations for ELs

English Learners are entitled to testing accommodations to ensure that an assessment measures the student's knowledge and skills rather than his/her English proficiency.

Accommodations permitted are aligned to those permitted by the Pennsylvania Department of Education (PDE) and may vary slightly from year to year. For the most current accommodations, please check the PDE website at www.pde.state.pa.us.

- Extension of allotted time
- Use of frequent breaks
- Testing in separate rooms (small group settings)
- Bilingual dictionaries (for students in the country less than three years)
- Qualified bilingual interpreter (for students in the country less than three years)
- Reading of questions (not for reading test)
- Providing of visual clues (graphic organizers, timelines, graphs, pictures)
- Simplification of directions

E. Promotion and Retention Policy for ELs

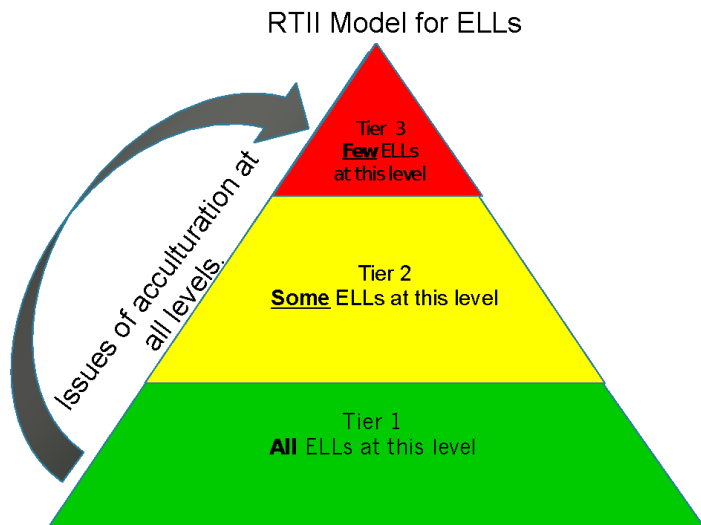
Promotion and retention decisions for ELs are based on policies and procedures specified by The School District of Philadelphia. ELs may not be retained based solely upon their English Proficiency Level. Promotion criteria for Special Education ELs are aligned with the individual student's IEP. All decisions regarding promotion or retention of ELs must be made by instructional teams that include the ESL teacher, classroom teacher, Special Education teacher (if applicable), Multilingual Manager, and the Principal.

F. RtII/MTSS for English Learners (ELs)

In Pennsylvania, ESL/Bilingual Education instruction **is considered core instruction**, and not an intervention. This means that all ELs should be included in the RtII/MTSS framework as Tier I students, rather than being placed in Tier II interventions because of their lack of proficiency in English.

It is imperative that that an ESL teacher or coordinator be part of the school's RtII/MTSS team. The ESL professional in the building is an important resource for developing a comprehensive approach to making instructional decisions. These decisions should be based on both quantitative and qualitative data that reflect the student's progress in attaining proficiency in English and meeting rigorous content standards. WIDA has developed a tool, which can be used by educators to gather quantitative and qualitative data about ELs. The tool can be found at: [WIDA RTI2 tool](#).

The RtII/MTSS pyramid for English Learners should look much like the model for all students, with the vast majority of students at Tier I, and a few students needing more intensive support at Tiers II and III.



Tier I

Core instruction in both content and ESL classes must be culturally and linguistically responsive. This means that all Tier I instruction and assessments and all interventions must consider and build upon a student’s cultural background and experiences and is differentiated to support the simultaneous development of language proficiency and content knowledge.

Planning for scaffolding and support in instruction and assessment must be based on students’ English proficiency level as evidenced by W-APT or ACCESS scores. Professional development regarding effective instructional practices for English Learners across English proficiency levels (for all teachers who work with ELs) and thoughtful planning and collaboration between ESL and content teachers are important components of an effective instructional program for ELs.

Special Considerations for Reading Instruction

Literacy instruction must not be delayed until students’ oral language has been developed, but rather supported while promoting English language development.

Teachers must remember that learning to read in a second language is not exactly the same as learning to read in the first language, and there are many factors that can affect a student’s understanding of material. These factors include differences between English and many other languages across the components of reading (e.g. phonemic awareness, phonics, and vocabulary) in addition to formation of sentences and discourse styles.

Please refer to the ELs and the 5 Essential Components of Reading document for more information on considerations for reading instruction for ELs. The document can be found in the School District of Philadelphia Comprehensive Literacy Framework (p.22): [School District of Philadelphia Comprehensive Literacy Framework](#)

When an EL seems to be lacking in grade-level target skills in one of the five Components of Reading, consider that the student’s home language and how it may differ from English at the word level, in sentence structure, or in discourse style, and provide explicit instruction as needed.

Remember to compare results of like peers, rather than measuring ELs against native-English-speaking students. Ensure that language differences are not confused with language disorders and that patterns of performance related to the student’s cultural/linguistic background or interrupted schooling are not mistaken for signs of a disability. Do not penalize students for dialect features, accents and pronunciations when scoring running records, DRA, etc., and provide modeled language when words are mispronounced. Code the error, but do not count it.

Tier II

When ELs fail to demonstrate a sufficient rate of academic progress compared to the majority of “like peers” (i.e., students with the same native language and culture and similar educational histories), it is recommended that a problem-solving process be initiated before automatically referring students to Tier II interventions. The purpose for this problem-solving approach is to rule out language-related reasons for a student’s perceived lack of progress.

In cases where a student is in genuine need of interventions, continue to provide ESL instruction and/or native language instruction (in Bilingual/Dual Language programs) in addition to specific literacy interventions in Tier II. Make sure to use evidence-based practices/interventions shown to be effective and validated for ELs. You can simultaneously build language and literacy skills by adapting or enhancing interventions to consider the linguistic background and language proficiency of students. Remember to read the English Language Learners and the Five Essential Components of Literacy document from the district’s Comprehensive Literacy Framework: [School District of Philadelphia Comprehensive Literacy Framework](#)

Tier III

If necessary conditions for Tier I and Tier II instruction have been provided and a student is not making steady progress or is falling behind when compared with like peers, a more intensive intervention may be warranted.

G. Support for Long-Term ELs

The SDP Language Policy has established a window of five years as the amount of time by which ELs should reach English language proficiency and be able to transition to the general education program. Please note that individual circumstances such as limited formal schooling in the home country or frequent moves during the first years in the U.S. might affect the length of time needed for some students to reach proficiency, however.

Provisions shall be made for students who are not progressing as determined by relevant data. A long-term EL is defined in SDP as:

- Demonstrating minimal (as measured by multiple assessments) language acquisition at the Entering and/or Beginning levels of proficiency within the first full academic year in the EL Education Program
- Stalling at the Developing or Expanding levels of proficiency (growth < 0.6 between the two composite scores) for more than two ACCESS for ELs-assessed years
- Continuing in the EL Education Program beyond five (5) years if exit criteria have not been met

In these instances, students will receive appropriate services that may include, but are not limited to:

- Differentiated/intensified instruction
- Intervention provided through RtII/MTSS
- Tutoring support
- Native language support in the content areas
- Computer programs that support language acquisition and academic literacy
- Enrollment in an after-school or Saturday program
- Enrollment in a summer program

Please note that there are many differences between ELs and struggling readers. Students may differ in their motivation, oral language proficiency, and background knowledge, and these differences may affect the route and rate of acquisition of literacy. If interventions are to be successful, they must be matched correctly to the area of need.

An EL who has stalled at the Entering and/or Beginning level of English language proficiency may in fact be a struggling reader in his/her native language. Thus, this student faces literacy as well as language challenges. An EL who has stalled at the Developing and/or Expanding level of English language proficiency may simply be a struggling reader. In this case, the academic challenges may not be language-related, but rather may be literacy-based. In both cases, appropriate interventions aligned to the targeted areas of need must be provided and monitored in order for the student to achieve success. Schools are required to provide support for ELs through tutoring as well as extended-day and summer programs.

VIII. DATA COLLECTION AND MANAGEMENT

A. EL Data Folders/Envelopes

As required by the Pennsylvania Department of Education ESL Monitoring System, ESL teachers/ESL point persons must maintain an EL Data Folder/Envelope for every student presently classified as an EL, enrolled in an EL Education Program (ESL), and those who have exited the program. If a school does not have a full-time ESL teacher, the itinerant ESL teacher or a designee assigned by the principal will be responsible for making sure the EL Data Folders/Envelopes are maintained with the appropriate documentation.

- The EL Data Folder/Envelope is part of the student’s cumulative record and must always accompany the student’s pupil pocket
- The teacher who provides ESL instruction is responsible for maintaining the updated folder/envelope
- Records, including the W-APT or WIDA Screener results, initial Parent Notification Letter, ACCESS for ELs results, a copy of Exit Notification to Parents, Recommendation letters for reclassification, and the Year 1 to 4Post-Exit Monitoring forms must be included in the folder/envelope
- If a student transfers to or from a school, EL Data Folders/Envelopes must accompany the student’s pupil pocket
- When a student leaves the District, storage of the EL Data Folder/Envelope will follow the same procedure as storage for the student’s pupil pocket.

The EL Entry Letter can be found at:

<https://webapps1.philasd.org/tdm/search/any/xzwyEntry#results>

B. Data Maintenance

To facilitate the EL data entry process, a screen has been created in Infinite Campus, the Student Information System (SIS). The English Learner (EL) screen of Infinite Campus can be accessed via the PhilaSD Portal. It is the responsibility of the school’s designated EL Point Person to update and maintain the “LEP Initial Placement” tab monthly. Principals and Multilingual Managers will monitor the process as all allocations are based on the number of “EL/LEP” students.

The EL Point Person must enter the placement scores of students who were administered the WIDA Screener or K-WAPT. his/her ESL students upon enrollment. At enrollment, secretaries must indicate the student’s home language in Infinite Campus. Otherwise, the “LEP Initial Placement” screen will not be available and it will not be possible to properly enter the EL placement data in Infinite Campus

Detailed instructions on how to enter the Initial Placement information into Infinite Campus can be found at this link: [SIS Initial Stepper](#) .

Please Note: Any student who takes the WIDA Screener or W-APT assessment must be entered onto the LEP Initial Placement tab in Infinite Campus, whether or not the child qualifies to receive services. If a student demonstrates proficiency in English by meeting the assessment’s cut-off scores, a “Not LEP” should be indicated on the LEP Initial Placement tab under Placement Results and the Placement Level and Placement Date must be entered.

IX. ADDITIONAL PUPIL SERVICES

A. Counseling Services

ELs are required to have access to the same level of counseling services as their native-English-speaking peers. If language serves as a barrier to appropriate and/or needed services, the Bilingual Counseling Assistant (BCA) can provide interpretation and translation as well as serve as a cultural broker for the student, parent/caregiver and counselor.

In addition, counselors are expected to utilize Pacific Interpreters when necessary. **All schools and administrative offices of the School District of Philadelphia have access to telephonic interpretation service.** The service is provided through a contract with Pacific Interpreters and **IS FREE FOR OFFICES AND SCHOOLS.**

In the event that there is no trained bilingual staff to meet your interpretation needs, call Pacific Interpreters at 1-800-264-1545. You will be asked to provide your access code, language needed, your name, and your department/office or school name. To obtain your access code or for instructions on how to use this service please call 215-400-4180, option 4 or send an e-mail message to translation@philasd.org.

B. ELs with Special Needs

Students who are English Learners may be eligible for special education services once it has been determined that a disability exists and that lack of grade-level performance is not solely due to lack of instruction or lack of proficiency in the English language. All procedures for the screening, evaluation, and development of the IEP, and the provision of services and/or instruction must be in compliance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Regulations. The IEP team must consider the need for ESL instruction as they address the students’ needs related to the provision of Free Appropriate Public Education (FAPE). Unless criteria for exit from the ESL program have been met (as outlined above,) all English Language Learners eligible for special education services must continue receiving ESL instruction.

The ESL teacher must be part of the IEP team. Communication with the parents of English Learners being considered for special education placement must be clear and presented in a mode and language they understand. Support documents translated into

twelve major can be found at the following website
<http://www.pattan.net/category/Legal/Forms>.

In addition The School District’s Office of Translation and Interpretation offers resources to schools and families. Visit the Office of Translation and Interpretation at <https://www.philasd.org/face/multilingual/interpretation-services/> . For additional questions related to identification of English Learners with special needs, please see the FAQs in the appendix of this document.

C. Gifted ELs

Pennsylvania Code, Chapter 16, defines mentally gifted as “outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program.” This document recognizes that learning English as a second language can “mask” gifted abilities. Compared with their peers who speak English a first language, ELs are equally likely to be gifted, so educators must take care to note all factors that may indicate giftedness, such as academic creativity and an ability to learn rapidly.

X. EQUAL ACCESS OPPORTUNITIES

It is of utmost importance that ELs and their families are provided supports, which ensure their participation in all pupil services available to students in the general education program.

A. LeGare

The LeGare review process allows for English Learners to apply for Special Admission and City Wide High Schools.

What does LeGare mean for ELs?

All families should be assisted by persons knowledgeable about high schools and high school programs in considering a range of programs, in identifying the accommodations and supports needed for the student to be successful, and in recommending modifications. Families should receive guidance in a language that they understand. The counselor and the ESL teacher are responsible for counseling students on high school options and for supporting students’ development of application materials.

Students may not be excluded on the basis of admission criteria if they can participate successfully, given reasonable accommodations.

The District has established a procedure for an impartial review of any individual decision not to admit a student with disabilities and/or English Learner status. Information regarding the impartial review and hearing procedures will be provided to parents when they are notified of the decision not to admit.

More information about the LeGare Process and the school's responsibility can be found on the Office of Multilingual Curriculum and Programs' website.

B. Alternative Education programs

An alternative education program must follow policies, procedures, and guidelines articulated in this publication.

C. Career and Technical Education (CTE)

The participation of English Language Learners in vocational-technical education classes and programs is not determined by their level of English language proficiency. English Language Learners should have access to any course of study available. It is the responsibility of the program to make the necessary accommodations and the responsibility of the principal to ensure that this happens. CTE students who are English Language Learners must be provided ESL instruction appropriate to their level of proficiency.

D. McKinney-Vento Homeless Education Assistance Act

According to the Basic Education Circular 42 U.S.C. §11431 on Education for Homeless Youth, students whose primary residence is not "fixed, regular, and adequate" qualify for special treatment when enrolling to school in order to receive proper educational support and services. Students living in an emergency shelter or transitional housing, unaccompanied youth, and refugee and migrant youth among others are entitled to immediate enrollment and free and reduced lunch. Schools must help homeless youth with any necessary enrollment documents, as well as setting up transportation services and getting the students basic uniform clothing and school supplies. For instance, if students experiencing homelessness live at least one mile (1.0) away from the school,

they are eligible to receive transportation assistance. More information is available at <https://www.philasd.org/homeless/about/about-mckinney-vento/>

XI. PROGRAM EVALUATION

A. Adequate Measurable Objectives (AMO)

AMO (Adequate Measurable Objectives) is currently the Pennsylvania Department of Education's (PDE) accountability system. It centers on four objectives:

- Test Participation Rate – to meet this goal, a school must achieve 95 percent participation rate on the PSSAs and Keystone Exams
- Graduation rate of 85 percent or, for schools for which this does not apply, 90 percent attendance rate or improvement over the prior year
- Closing the Achievement Gap for All Students
- Closing the Achievement Gap of Historically Underperforming Students – This objective applies to a non-duplicated count of students with disabilities, economically disadvantaged students and English Learners enrolled for a full academic year taking the PSSA, Keystone Exams or PASA

XII. FAMILY AND COMMUNITY OUTREACH

A. Family Notification

Title 22, Chapter 4, Section 4.26 require that schools notify parents/caregivers of their child's enrollment in an EL Education Program. This notice must take place no later than 30 days after the beginning of the school year or 14 days after the enrollment in the middle of the school year. The notice must be in English and in the home language of the student and convey, in simple and non-technical language, all of the information required by state and federal statutes. The following is a list of the information that must be included:

- Identification and assessment process
- Child's placement
- Child's current English proficiency and academic achievement level

- Program options and methods of instruction
- Information regarding any change in the child’s EL education program status
- Parental rights and options

To assist schools in meeting these requirements, the Office of Multilingual Curriculum and Programs provides a Parent Notification Packet that includes the required notification letters and their translation in the eight major languages (Albanian, Arabic, Chinese, French, Khmer, Russian, Spanish, and Vietnamese). These translations can also be downloaded from the Office of Multilingual Curriculum and Program’s website:

<https://webapps1.philasd.org/tdm/search/any/xzwyCover#results>

B. Translation and Interpretation Services

Students in the School District of Philadelphia speak more than a hundred different languages, making it the most diverse urban school district in the Commonwealth of Pennsylvania. More than 12,000 of our students are English Language Learners who face the challenge of learning a new language and adapting to a new culture. To serve the needs of the students and families whose primary language is other than English, The School District of Philadelphia has developed a system of additional supports, which include:

- Office of Translation and Interpretation <https://www.philasd.org/face/translations/>
- English for Speakers of Other Languages and bilingual instruction
- Tutoring
- The services of bilingual counseling assistants
- Telephonic interpretation service, which is available to all schools and administrative offices (Pacific Interpreters: 1-800-264-1545; Contact the OMCP at OMCP@philasd.org for school specific access codes or contact the Multilingual Manager assigned to your Network)
- Translation of important parent communications
<https://webapps1.philasd.org/tdm/>
- Access to information in languages other than English on the School District's website at <https://www.philasd.org/face/multilingual/multilingual-language-pages/>
- Language hotlines for parents
<https://www.philasd.org/multilingual/contact/language-accessibility/>

In addition to these services, schools should also designate school-based positions as bilingual. Having staff that can speak directly with parents and students will enhance the experiences of all involved.

C. Bilingual Counseling Assistant

The Bilingual Counseling Assistant (BCA) works under the direction of the principal and under the supervision of the counselor and the ESL teacher(s). The BCA is a liaison and facilitator of communication between ELs, their parents, community organizations, and school personnel to meet the needs of ELs.

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Reporting of Student
Progress

ADOPTED: April 27, 1981

REVISED: December 17,
1990

REPORTING OF STUDENT PROGRESS

Purpose

The **School Reform Commission** believes that cooperation **and communication between** school and home is a vital **component** in the growth and education of **each student**. The **SRC acknowledges the school's** responsibility to keep parents/guardians informed of student welfare and **academic** progress.[1]

Authority

The **SRC directs that the District's instructional program shall include a system of measuring all students' academic progress**.[2]

The **SRC** directs the establishment of a **system** of reporting student progress that includes **academic progress** reports, **grade reports**, and parent/**guardian** conferences with teachers.

In order to ensure meaningful participation, parents/guardians whose dominant language is not English shall be offered appropriate interpretation and translation services for grade reports and other appropriate notices related to the reporting of student progress.
[3]

Delegation of Responsibility

The Superintendent **or designee** shall develop **administrative** procedures for reporting student progress to parents/guardians, **including annual publication of marking guidelines which outlines the grading guidelines for reporting student progress in grades K-12**. The **marking guidelines will be available to all parents/guardians on the District website**.

All appropriate staff members, as part of their **professional** responsibility, **shall** comply with the systems established for measuring and reporting student progress.

Mandatory Regulatory Guidelines

Various methods of reporting, appropriate to grade level and curriculum content, **shall be** utilized.

Both student and parent/**guardian shall** receive warning of a pending **grade** of failure, or **one** that would adversely affect the student's **academic** status.

Scheduling of parent-teacher conferences **shall occur** at times and places that ensure the greatest degree of participation by parents/guardians.

Grade reports **shall be** issued at intervals of not less than nine (9) weeks.

Review and evaluation of methods of reporting student progress to parents/guardians shall be conducted on a periodic basis.

Legal References:

1. Pol. 216 - Student Records
2. Pol. 127 - Assessment System
3. Pol. 138 - English as a Second Language/Bilingual Education Program

Related Information:

24 P.S. 510

24 P.S. 696

24 P.S. 1531

22 PA Code 4.11

Philadelphia Home Rule Charter - 12-300

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 218.1

SECTION: 200 Pupils

TITLE: Weapons

ADOPTED: August 24,
2011

REVISED:

WEAPONS

Purpose

The School Reform Commission recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

Definitions

Weapon - any object, device, or instrument that is designed as a weapon or that is capable of threatening or inflicting serious bodily harm or which may be used to inflict self-injury including, but not limited to: any firearm, shotgun, or rifle, whether loaded or unloaded; any knife, cutting instrument, or cutting tool; any nunchaku; any chemical agents such as pepper spray or mace; stun gun; incendiary device; and any other tool, instrument or object used or intended to be used to inflict serious bodily **injury** to another. The term shall also include any simulated, replica, toy, or look-alike weapon.[\[1\]](#)[\[2\]](#)[\[3\]](#)

Possession - a student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker; or under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school.

Authority

The SRC prohibits students from possessing and bringing weapons and replicas of weapons into any school district buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to **or from any** school or a school-sponsored activity.[\[2\]](#)

The SRC shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law and SRC policy. The Superintendent may recommend modifications of such expulsion requirement on a case-by-case basis.[\[2\]](#)[\[4\]](#)

In the case of a student with a disability, **including a student for whom an evaluation is pending**, the district shall take all steps required to comply with **state and federal laws and**

regulations, the procedures set forth in the memorandum of understanding with local law enforcement and SRC policies.[\[2\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

The SRC authorizes the **administration to conduct searches of students or their belongings** to aid in the detection of weapons. **Searches shall be conducted in accordance with SRC policy.**[\[12\]](#)

Delegation of Responsibility

The **Superintendent, Office of School Safety**, or designee shall react promptly to information and knowledge concerning **possession of a weapon** on school property. Such action shall be in compliance with state law and regulations and with the procedures set forth in the memorandum of understanding with local law enforcement officials **and the District's emergency preparedness plan.**[\[10\]](#)[\[13\]](#)[\[14\]](#)

The Superintendent, Office of School Safety, or designee shall immediately report incidents involving weapons on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and SRC policies.[\[2\]](#)[\[10\]](#)[\[13\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving weapons as a victim or suspect immediately, as soon as possible. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document the attempts made to reach the parent/guardian.[\[10\]](#)[\[16\]](#)[\[17\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents involving possession of a weapon to the Office for Safe Schools using the required form.[\[10\]](#)[\[15\]](#)

Mandatory Regulatory Guidelines

The district shall annually inform staff, students and parents/guardians about the SRC policy prohibiting weapons and about their personal responsibility for the health, safety and welfare of the school community.

This policy shall not apply to a weapon, or item that otherwise would be considered a weapon, being used as part of a supervised school program approved by the district by an individual who is participating in the program.[\[2\]](#)

Additional exceptions to this policy may be made by the Superintendent, who shall prescribe special conditions or administrative procedures to be followed. In no case shall an exception to this policy violate local ordinances regarding possession of weapons.

Transfer Students

When the District receives a student who transfers from a public or private school during an expulsion period for an offense involving a weapon, the District may assign that student to an alternative assignment or may provide alternative education, provided that the assignment does not exceed the expulsion period.

Legal References:

1. 24 P.S. 1301-A

2. 24 P.S. 1317.2

3. Philadelphia Code of Ordinances - Title 10, Section 10-833

4. Pol. 233 - Suspension and Expulsion

5. 22 PA Code 10.23

6. 20 U.S.C. 1400 et seq

7. Pol. 103.1 - Nondiscrimination - Qualified Students With Disabilities/Protected Handicapped Students

8. Pol. 113.1 - Discipline of Students With Disabilities

9. Pol. 113.2 - Behavior Support

10. Pol. 805.1 - Relations With Law Enforcement Agencies

11. Memorandum of Understanding between the Philadelphia Police Department and the School District of Philadelphia, 2016

12. Pol. 226 - Searches

13. 24 P.S. 1302.1-A

14. Pol. 805 - Emergency Preparedness

15. 24 P.S. 1303-A

16. 22 PA Code 10.2

17. 22 PA Code 10.21

18. 22 PA Code 10.25

Related Information:

22 PA Code 403.1

18 Pa. C.S.A. 912

18 U.S.C. 921

18 U.S.C. 922

20 U.S.C. 7114

20 U.S.C. 7151

34 CFR Part 300

Pol. 218 - Student Conduct and Discipline

Philadelphia Code of Ordinances - Title 10, Sections 10-810, 10-816, 10-825, 10-826

THE SCHOOL DISTRICT OF PHILADELPHIA

(NEW) No. 235.1

SECTION: 200 Pupils

TITLE: Surveys

ADOPTED:

REVISED:

235.1 (NEW) STUDENT SURVEYS

Purpose

This policy sets forth guidelines regarding the conduct of surveys and collection and use of information for the District's educational objectives ~~marketing purposes~~, consistent with law and regulations.

Surveys conducted by outside agencies, organizations and individuals shall be approved by the SRC, based on the Superintendent or designee recommendation, prior to administration to students.

Definitions

Personal information - individually identifiable information, including a student's or parent's/guardian's first and last name; home or physical address, including street name and the name of the city or town; telephone number; student identification number; or Social Security Number.[\[1\]](#)

For purposes of this policy, protected information, as addressed by the Protection of Pupil Rights Amendment (PPRA), includes:[\[1\]](#)

1. Political affiliations or beliefs of the student or student's parent/guardian.
2. Mental or psychological ~~problems~~ conditions of the student or student's family.
3. Sexual behavior or attitudes.
4. Illegal, anti-social, self-incriminating or demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or student's parent/guardian.

8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

Authority

Surveys conducted by outside agencies, organizations and individuals shall be reviewed and approved or denied by the School District of Philadelphia's Office of Evaluation, Research and Accountability Research Review Committee. ~~approved by the School Reform Commission, based on the Superintendent's or designee's recommendation, prior to administration to students.~~

All surveys and instruments used to collect information from students shall relate to the District's educational objectives.[\[2\]](#)

U.S. Department of Education Funded Surveys

No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, to submit to a survey, analysis or evaluation that reveals protected information without written parental consent for students under eighteen (18) years of age or written consent of emancipated students or those over eighteen (18) years of age.[\[1\]](#)

All instructional materials, including teachers' manuals, films, tapes or other supplementary material, that will be used in connection with any survey, analysis or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be made available upon request for inspection by the parent(s)/guardian(s) of the student.[\[1\]](#)[\[3\]](#)

Surveys Funded by Other Sources

Parents/Guardians shall be informed of the nature and scope of individual surveys and their relationship to the educational program of their child and the parent's/guardian's right to inspect, upon request, a survey created by a third party prior to administration or distribution to a student. Such requests shall be in writing and submitted to the Research Review Committee. ~~building principal.~~[\[2\]](#)[\[1\]](#)

Parents/Guardians shall be informed of their right to have their child excluded from any ~~research studies or surveys conducted by a third party entities other than a school entity without prior written consent.~~[\[4\]](#)[\[2\]](#)[\[1\]](#)

Collection of Information for Marketing, Sales or Other Distribution Purposes

The district shall notify parents/guardians of any activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or selling, or otherwise providing the information to others for that purpose.[\[1\]](#)

The parent/guardian has the right to inspect the instrument used in collection of personal information for the purpose of marketing or selling that information and opt out of participating in any activity that results in the collection, disclosure or use of personal information for purposes of marketing or selling that information.[1]

This provision does not apply to the collection, disclosure or use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following: recruiters, book clubs, curriculum and instructional materials used by schools, sale by students of products or services to raise funds for school-related or education-related activities, or student recognition programs.[1]

Privacy

The District shall implement procedures to protect student identity and privacy when a survey containing one or more of the items listed under protected information is administered or distributed to a student and in the event of the collection, disclosure or use of personal information for marketing, sales or other distribution purposes.[1]

Guidelines

Student and Parent/Guardian Rights

Under federal law, the rights provided to parents/guardians under this policy transfer to the student when the student turns eighteen (18) years old or is an emancipated minor. These rights do not transfer under state law; therefore, parents/guardians retain their rights to receive notice and to inspect.[4][2][1]

Delegation of Responsibility

The Superintendent or designee shall notify parents/guardians and students of:[1]

- 1. This policy and its availability.**
- 2. The specific or approximate dates during the school year when activities described above are scheduled, or expected to be scheduled.**
- 3. How to opt ~~their child~~ out of participation in activities as provided in this policy.**
- 4. How to request access to any survey or other material described in this policy.**

This notification shall be given at least annually, at the beginning of each school year, and within a reasonable time after any substantive changes regarding the contents of this policy.

The Superintendent or designee shall establish administrative procedures for protecting student identity and privacy in the administration of protected information surveys and

the collection, disclosure or use of personal information for marketing, sales or other distribution purposes.

Legal References:

1. 20 U.S.C. 1232h

2. 22 PA Code 12.41

3. Pol. 105.1

4. 22 PA Code 4.4

**ADMINISTRATIVE PROCEDURES FOR EXTERNAL PARTIES
TO CONDUCT SURVEYS IN DISTRICT SCHOOLS
(Attachment for Policy No. 235.1)**

The School District of Philadelphia’s Office of Research and Evaluation, through its Research Review Committee, reviews, approves, and documents all requests by external parties to conduct surveys in the District.

Review of External Surveys by SDP’s Research Review Committee

Surveys are one type of research activity that is reviewed and approved by the Research Review Committee (RRC). Proposals are required of all external organizations and individuals who wish to administer surveys in the District. Proposals must include the survey instruments and written consent and assent forms when applicable. Information about the required documents for proposal submission materials are available at <https://www.philasd.org/research/programsservices/external-research-review/>.

The RRC meets monthly to evaluate proposals. Decisions are made based on the following factors: alignment with District priorities, burden on participants, rigor of research design, impact on instructional time, overlap with existing research or initiatives, and compliance with federal regulations (e.g., FERPA).

Active Parental Consent

When a proposed study from an external researcher involves the collection of protected data from students through surveys, the RRC requires that researchers obtain written active consent. Parental consent forms (or student consent forms, in cases where students are emancipated or 18 years or older) must describe the nature of the information being collected and how the survey relates to educational programming. In addition, consent forms must provide contact information for those who wish to see a copy of the survey or any supplementary materials that will be used in connection with the survey, and clear instructions on how to opt out. Surveys may not be used to collect identifying information such as student names unless expressly stated in the consent form.

Parent Notification

Each year, parents, emancipated students, and students 18 years or older will receive notification that they or their child may be invited to participate in surveys during the course of the school year. This notification will be included in a letter from the Office of Student Supports. If consent is required for participation, parents, emancipated students and students 18 years or older will receive written information about the research study and the details of their or their child's participation.

Opting Out of Survey Participation

Parents/guardians may opt their children out from participating in a survey as described in this policy. Emancipated students, or those 18 years or older, may also opt out from surveys conducted by external parties. The procedure for opting out is as follows:

1. Parent/guardian, emancipated student, or student 18 years or older receives written notification and request for active consent for student participation prior to the administration of a survey.
2. Parent/guardian, emancipated student, or student 18 years or older indicates that they do not want to, or they do not want their child to participate in the survey by selecting the appropriate option on the consent form and returning to school.

All students have the right to opt out of participating in a survey, even if a parent/guardian has provided consent. In addition, students who agree to begin a survey have the right to skip any of the questions and may stop completing the survey at any time.

Requesting Survey Material

The RRC keeps a record of all proposals and supporting materials, including survey instruments and consent forms. Parents may request a copy of surveys by contacting researchreview@philasd.org at any time.

THE SCHOOL DISTRICT
OF PHILADELPHIA

SECTION: 300 Employees

TITLE: Family And Medical
Leaves (NEW)

ADOPTED:

REVISED:

335 (NEW) FAMILY AND MEDICAL LEAVES

Authority

The School Reform Commission shall provide eligible administrative, professional and support employees with unpaid leaves of absence in accordance with the Family And Medical Leave Act, hereinafter referred to as FMLA.[\[1\]\[2\]](#)

Employee requests for FMLA leave shall be processed in accordance with law, SRC policy and administrative procedures.

Delegation of Responsibility

The Superintendent or designee shall administer procedures for implementing FMLA leave for eligible employees.

The District shall post, in conspicuous places customarily used for notices to employees and applicants, a notice regarding the provisions of the FMLA and the procedure for filing a complaint.[\[3\]](#)

Employee requests for leave, both FMLA and non-FMLA, shall be submitted in writing on a district form to the Director of Employee Health Services.

Mandated Regulatory Guidelines

Employee eligibility for and entitlement to FMLA leave shall be based on the criteria established by law.[\[4\]\[5\]](#)

The District shall utilize a rolling twelve-month period measured backwards from the date leave is used to determine if an employee has exhausted his/her FMLA leave in any twelve-month period.[\[6\]](#)

When an employee requests a FMLA leave, and qualifies for and is entitled to any accrued paid sick, vacation, personal or family leave, the employee shall be required to utilize such paid leave during the FMLA leave.[\[5\]](#)

Legal References:

1. 29 U.S.C. 2601 et seq
2. 29 CFR Part 825
3. 29 U.S.C. 2619
4. 29 U.S.C. 2611
5. 29 U.S.C. 2612
6. 29 CFR 825.200

FMLA Application Process

- Submit a completed FMLA cover page for a determination of your eligibility.
- We will mail a *FMLA Eligibility* letter to your home address. The eligibility letter will indicate whether you did or did not meet the FMLA federal eligibility requirements.

*If you did, you will also receive the FMLA medical certification for your physician's completion.

*If you did not, your letter will indicate denial of FMLA protection and the reason.

- Take your FMLA medical certification to your/your family member's doctor after you have completed the "Employee" section.

*Make sure to tell the doctor that a diagnosis must be stated on the medical certification.

- Email, fax, mail or drop off your completed FMLA application to EHS.

The School District medical professional will review the FMLA medical certification and approve the request.

*If your medical certification is incomplete, you will be informed and given additional time to submit a revised medical certification.

After approval, we will mail a *FMLA Designation letter* to your home address. The designation letter confirms approval of FMLA protection for the applicable leave you requested. We will also send a copy of this letter to your school/office Administrator via interoffice mail.

****This document is for informational purposes only. Do not return it with your FMLA cover page or medical certification.****

Family & Medical Leave Act of 1993 (FMLA)

If you or a family member has a serious health condition that requires you to take time off work, the FMLA can provide you with 12 weeks of job-protected leave in a 12-month period (if eligible). The FMLA protects your absences whether you are taking time off intermittently or consecutively and runs concurrently with your paid or unpaid leave.

The three federal eligibility requirements you must satisfy for FMLA protection are:

- You must have completed 12 months of employment with the School District of Philadelphia as of the FMLA beginning date.*
- You must have worked for the School District of Philadelphia for a total of 1,250 hours during the year before the FMLA beginning date.*
- The School District of Philadelphia must be a FMLA-covered employer with 50+ employees within 75 miles of your worksite?**
*(*All SDP employees meet this particular requirement.)*

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 342

SECTION: 300 Employees

TITLE: Jury Duty

ADOPTED: April 27, 1981

REVISED: June 27, 1994

342 JURY DUTY

Authority

Regularly **employed administrative, professional and support** employees shall be protected against loss of pay **and/or employment for time served on** jury duty.[\[1\]](#)

Delegation of Responsibility

The Office of Talent shall be responsible for the implementation of this policy.

Mandated Regulatory Procedures

Employees called for jury duty shall be permitted to serve and will not be penalized in any way.

When an employee is notified of jury duty, s/he shall inform his/her supervisor and provide a copy of the summons prior to the date of service. After an employee has served jury duty, employee must submit a “Request for Absence” form to the supervisor, indicating the number of days served, corresponding dates, proof of service, and the reason for absence (other-jury duty).

If the jury is not in session for a day or more or the employee was not required to report to jury duty, the employee must report to his/her work location.

Legal References:

1. 42 Pa. C.S.A. 4563

THE SCHOOL DISTRICT OF PHILADELPHIA

(NEW) No. 624

SECTION: 600 Finance

TITLE: Capital Asset
Policy

ADOPTED:

REVISED:

624 (NEW) CAPITAL ASSET POLICY

Purpose

The Philadelphia School District Capital Asset Policy follows the principles set forth in the Manual of Accounting and Financial Reporting for Pennsylvania Public Schools and the Governmental Accounting Standards Board Statement No. 34 as it pertains to Capital Asset Reporting and Governmental Accounting Standards Board Statement No. 51 as it pertains to Reporting Intangible Assets.

The policy applies to Philadelphia School District's valuation and recording of capital assets. Capital assets include land, improvements to land, easements, buildings and building additions, building improvements, furniture, fixtures and equipment, vehicles, works of art and historical treasures, construction-in-progress, infrastructure, and intangible assets.

Authority

All financial and accounting reporting by the District to the Department of Education shall be in accordance with generally accepted accounting and reporting standards (PA School Code Article II, Section 218).

Definitions

Capital assets - tangible and certain intangible assets that are used in operations and that have initial useful lives extending beyond a single reporting period.

Infrastructure assets - capital assets that are normally stationary in nature and that can normally be preserved for a significantly greater number of years than most capital assets. Infrastructure assets include roads, electrical distribution systems, street lighting, water wells, etc.

Intangible assets - assets that possess all of the following characteristics: (1) lack of physical substance, (2) nonfinancial in nature, and (3) a useful life extending beyond a single reporting period. The provisions of this statement apply to all intangible assets except for the following: (1) assets acquired or created primarily for the purpose of directly obtaining income or profit, (2) assets resulting from capital lease transactions

reported by lessees, (3) goodwill created through the combination of a government and another agency.

Delegation of Responsibility

The School Reform Commission delegates to the Superintendent or their designee the responsibility to coordinate the compilation and preparation of all information necessary to meet generally accepted governmental accounting and reporting standards for capital assets. To meet these standards, the Chief Financial Officer shall implement procedures to establish and maintain a capital asset inventory, including depreciation schedules as outlined by this policy.

Mandatory Regulatory Procedures

Capital Asset Addition Overview

GASB Statement No. 34

- A. Purchased personal property capital assets (to include furniture, fixtures, equipment, vehicles, and works of art and historical treasures) equal to or greater than \$500 should be recorded at original cost. Any purchase less than \$500 that has use expectancies that extend beyond one year and need to be controlled for insurance purposes, shall be classified as non-capital equipment expenditures. Any purchases consumed within the fiscal year are treated as supplies. Purchased real property capital assets (to include land, improvements to land, easements, buildings and building additions and improvements) equal to or greater than \$5,000 should be recorded at original cost. The cost of a capital asset should include capitalized interest and ancillary charges necessary to place the asset into its intended location and condition for use. Ancillary charges include costs that are directly attributable to asset acquisition – such as freight and transportation charges, site preparation costs, and professional fees.
- B. Capital assets valued at less than the thresholds established herein do not require capitalization and depreciation and shall be inventoried by the department responsible for custody of the assets. The inventory records should include the critical information necessary to identify the item, location or staff member responsible for custody of the asset, date of acquisition, date of disposal and any other information pertinent to the asset.
- C. Capital assets above the thresholds established herein shall be depreciated over their useful lives as determined for each asset class. Land and land improvements are considered inexhaustible and, therefore, are not subject to depreciation.
- D. If determining original costs is not practical due to inadequate records, reporting should be based on estimates of original cost at the date of construction or purchase.
- E. Depending upon the information available and the category of the asset, fixed asset records shall include all or part of the following:

Asset Tag Number	Estimated Useful Life
Description	Depreciation Method
Asset Class	Salvage Value
Serial Number	Accumulated Depreciation
Cost	Depreciation Expense
Location or Functional Area	Replacement Cost
Acquisition Date	

Donations

Donated capital assets above the thresholds established herein must be reported at fair market value plus ancillary charges, if any, at the time of donation. Donated assets are depreciated over their useful lives as determined for each asset class. If determining original costs is not practical due to inadequate records, reporting shall be based on estimates of fair market value at the date of donation.

- A. Works of art, historical treasures and similar assets shall be capitalized at their fair value at date of donation (estimated if necessary) whether they are held as individual items or in a collection. Due to the lack of historical records to establish carrying values and immateriality of the estimated replacement value, artwork is inventoried but not reported in the financial statements.**
- B. Capitalized collections or individual items that are exhaustible shall be depreciated over their useful lives. Depreciation is not required for collections or individual items that are inexhaustible.**

Infrastructure Assets

- A. Infrastructure assets above the thresholds established herein shall be depreciated over the useful lives.**
- B. Routine repairs and maintenance costs to infrastructure assets are charged to operations as incurred. Expenditures that extend the useful life of the infrastructure assets are capitalized as part of the asset and depreciated over the newly established useful life.**

Useful Lives

Useful lives of fixed assets relate to the life expectancy as used by the specific governmental unit. The District will estimate the useful life of a capital asset based on accepted valuation standards.

Depreciation

- A. Depreciation is required for the District's capital assets above the thresholds established herein. Depreciation is allocated to expense in a systematic and rational manner. Depreciation is calculated using the Straight Line/Half Year method and reported by area of activity (function). The District calculates depreciation on all capital assets reported in the District financial statements other than land, permanent improvements to land, and construction in progress.**
- B. Depreciation shall be calculated for a class of assets, a network of assets or individual assets.**

Disposals

- A. Sale of fixed assets: When fixed assets despite value are sold, calculation of gain or loss on disposal is required. The calculation is based upon the amount of proceeds received less the net book value (cost less accumulated depreciation taken on the asset).**
- B. Trade-ins: The value given for a trade is part of the cost of the newly acquired asset. The costs and accumulated depreciation of the traded-in asset must be removed from the books. Any gain or loss resulting from the disposition of the asset will be recognized as a gain or loss on disposal.**

Assets Acquired By Capital Lease

- A. Assets acquired by capital lease above the thresholds established herein are recorded at the net present value of the future minimum lease payments. A corresponding liability is established at this time. Assets acquired under the terms of capital leases are depreciated over the useful lives designated for the asset class.**

Legal References:

School Code – 24 P.S. Sec. 218

Governmental Accounting Standards Board Statement No. 34 and 51

Related Information:

School District of Philadelphia Capital Asset Procedures Manual

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 800 Operations

TITLE: Child Abuse

ADOPTED:

REVISED: May 19, 2016

CHILD ABUSE

Authority

The School Reform Commission requires district employees, independent contractors and ~~volunteers~~ to comply with identification and reporting requirements for suspected child abuse, as well as the training requirement for recognition and reporting of child abuse in order to comply with the Child Protective Services Law and the School Code.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

Definitions

The following words and phrases, when used in this policy, shall have the meaning given to them in this section:

Adult - an individual eighteen (18) years of age or older.[\[5\]](#)

Bodily injury - impairment of physical condition or substantial pain.[\[5\]](#)

Certifications - refers to the child abuse history clearance statement and state and federal criminal history background checks required by the Child Protective Services Law and/or the School Code.[\[6\]](#)[\[7\]](#)

Child - an individual under eighteen (18) years of age.[\[5\]](#)

Child abuse - intentionally, knowingly or recklessly doing any of the following:[\[5\]](#)

1. Causing bodily injury to a child through any recent act or failure to act.
2. Fabricating, feigning or intentionally exaggerating or inducing a medical symptom or disease which results in a potentially harmful medical evaluation or treatment to the child through any recent act.
3. Causing or substantially contributing to serious mental injury to a child through any act or failure to act or a series of such acts or failures to act.
4. Causing sexual abuse or exploitation of a child through any act or failure to act.

5. Creating a reasonable likelihood of bodily injury to a child through any recent act or failure to act.
6. Creating a likelihood of sexual abuse or exploitation of a child through any recent act or failure to act.
7. Causing serious physical neglect of a child.
8. Engaging in any of the following recent acts:
 - a. Kicking, biting, throwing, burning, stabbing or cutting a child in a manner that endangers the child.
 - b. Unreasonably restraining or confining a child, based on consideration of the method, location or the duration of the restraint or confinement.
 - c. Forcefully shaking a child under one (1) year of age.
 - d. Forcefully slapping or otherwise striking a child under one (1) year of age.
 - e. Interfering with the breathing of a child.
 - f. Causing a child to be present during the operation of methamphetamine laboratory, provided that the violation is being investigated by law enforcement.[\[8\]](#)
 - g. Leaving a child unsupervised with an individual, other than the child's parent, who the actor knows or reasonably should have known was required to register as a Tier II or Tier III sexual offender or has been determined to be a sexually violent predator or sexually violent delinquent.[\[9\]](#)[\[10\]](#)
9. Causing the death of the child through any **recent** act or failure to act [\[5\]](#).

The term **child abuse** does not include physical contact with a child that is involved in normal participation in physical education, athletic, extracurricular or recreational activities. Also excluded from the meaning of the term **child abuse** is the use of reasonable force by a person responsible for the welfare of a child for purposes of supervision, control or safety, provided that the use of force:

1. Constitutes incidental, minor or reasonable physical contact in order to maintain order and control;
2. Is necessary to quell a disturbance or remove a child from the scene of a disturbance that threatens property damage or injury to persons;
3. Is necessary for self-defense or defense of another;
4. Is necessary to prevent the child from self-inflicted physical harm; or

5. Is necessary to gain possession of weapons, controlled substances or other dangerous objects that are on the person of the child or in the child's control.

Direct contact with children - the possibility of care, supervision, guidance or control of children or routine interaction with children.[\[1\]](#)

Independent contractor - an individual other than a school employee who provides a program, activity or service who is otherwise responsible for the care, supervision, guidance or control of children pursuant to a contract. The term does not apply to administrative or other support personnel unless the administrative or other support personnel have direct contact with children.[\[5\]](#)[\[11\]](#)

Perpetrator - a person who has committed child abuse and is a parent/guardian of the child; a spouse or former spouse of the child's parent/guardian; a paramour or former paramour of the child's parent/guardian; an individual fourteen (14) years of age or older who is responsible for the child's welfare or who has direct contact with children as an employee of child-care services, a school or through a program activity or service; an individual fourteen (14) years of age or older who resides in the same home as the child; or an adult who does not reside in the same home as the child but is related within the third degree of consanguinity or affinity by birth or adoption to the child. Only the following may be considered a perpetrator solely based upon a failure to act: a parent/guardian of the child; a spouse or former spouse of the child's parent/guardian; a paramour or former paramour of the child's parent/guardian; an adult responsible for the child's welfare; or an adult who resides in the same home as the child.[\[5\]](#)

Person responsible for the child's welfare - a person who provides permanent or temporary care, supervision, mental health diagnosis or treatment, training or control of a child in lieu of parental care, supervision and control.[\[5\]](#)

Program, activity or service - any of the following in which children participate and which is sponsored by a school or a public or private organization:[\[5\]](#)

1. A youth camp or program.
2. A recreational camp or program.
3. A sports or athletic program.
4. A community or social outreach program.
5. An enrichment or educational program.
6. A troop, club or similar organization.

Recent act or failure to act - any act or failure to act committed within two (2) years of the date of the report to the Department of Human Services of the Commonwealth or county agency.[\[5\]](#)

Routine interaction - regular and repeated contact that is integral to a person's employment or volunteer responsibilities.[\[5\]](#)

School employee - an individual who is employed by a school or who provides a program, activity or service sponsored by a school. The term does not apply to administrative or other support personnel unless the administrative or other support personnel have direct contact with children.[\[5\]](#)

Serious mental injury - a psychological condition, as diagnosed by a physician or licensed psychologist, including the refusal of appropriate treatment, that:[\[5\]](#)

1. Renders a child chronically and severely anxious, agitated, depressed, socially withdrawn, psychotic or in reasonable fear that the child's life or safety is threatened.
2. Seriously interferes with a child's ability to accomplish age-appropriate developmental and social tasks.

Serious physical neglect - any of the following when committed by a perpetrator that endangers a child's life or health, threatens a child's well-being, causes bodily injury or impairs a child's health, development or functioning:[\[5\]](#)

1. A repeated, prolonged or egregious failure to supervise a child in a manner that is appropriate considering the child's developmental age and abilities.
2. The failure to provide a child with adequate essentials of life, including food, shelter or medical care.

Sexual abuse or exploitation - any of the following:[\[5\]](#)

1. The employment, use, persuasion, inducement, enticement or coercion of a child to engage in or assist another individual to engage in sexually explicit conduct, which includes, but is not limited to, the following:
 - a. Looking at the sexual or other intimate parts of a child or another individual for the purpose of arousing or gratifying sexual desire in any individual.
 - b. Participating in sexually explicit conversation either in person, by telephone, by computer or by a computer-aided device for the purpose of sexual stimulation or gratification of any individual.
 - c. Actual or simulated sexual activity or nudity for the purpose of sexual stimulation or gratification of any individual.
 - d. Actual or simulated sexual activity for the purpose of producing visual depiction, including photographing, videotaping, computer depicting or filming.

The conduct described above does not include consensual activities between a child who is fourteen (14) years of age or older and another person who is fourteen (14) years of age or older and whose age is within four (4) years of the child's age.

2. Any of the following offenses committed against a child: rape; statutory sexual assault; involuntary deviate sexual intercourse; sexual assault; institutional sexual assault; aggravated indecent assault; indecent assault; indecent exposure; incest; prostitution; sexual abuse; unlawful contact with a minor; or sexual exploitation.

Student - an individual enrolled in a district school under eighteen (18) years of age.^[5]

~~**Volunteer** - an unpaid adult individual, who, on the basis of the individual's role as an integral part of a regularly scheduled program, activity or service is a person responsible for the child's welfare or has direct contact with children.^[11]~~

Delegation of Responsibility

In accordance with SRC policy, the Superintendent or designee shall:

1. Require each candidate for employment to submit an official child abuse clearance statement and state and federal criminal history background checks (certifications) as required by law.^{[6][7][12][13][14][15]}
2. Require each applicant for transfer or reassignment to submit the required certifications unless the applicant is applying for a transfer from one position as a district employee to another position as a district employee of this district and the applicant's certifications are current.^{[16][17][18]}

School employees and independent contractors shall obtain and submit new certifications every sixty (60) months.^[17]

Certification requirements for volunteers are addressed separately in SRC Policy 916.^[19]

The Superintendent or designee shall annually inform all students regardless of age, parents/guardians, independent contractors, volunteers and staff regarding the contents of this SRC policy.

The Superintendent or designee shall annually notify district staff, independent contractors, ~~and volunteers~~ of their responsibility for reporting child abuse in accordance with SRC policy and administrative procedures.

The school district, and independent contractors of the school district, shall provide their employees who have direct contact with children with mandatory training on child abuse recognition and reporting in accordance with SRC policy, administrative procedures and federal, state and local law.

Regulatory Procedure

Training -

The school district, and independent contractors of the school district, shall provide their employees who have direct contact with children with mandatory training on child abuse recognition and reporting. The training shall include, but not be limited to, the following topics: [\[1\]](#)[\[3\]](#)[\[4\]](#)[\[20\]](#)

1. Recognition of the signs of abuse and sexual misconduct and reporting requirements for suspected abuse and sexual misconduct.
2. Provisions of the Educator Discipline Act, including mandatory reporting requirements. [\[20\]](#)[\[21\]](#)
3. District policy related to reporting of suspected abuse and sexual misconduct.
4. Maintenance of professional and appropriate relationships with students. [\[22\]](#)

Employees are required to complete a minimum of three (3) hours of training every five (5) years. [\[1\]](#)

Duty to Report -

School employees, independent contractors ~~and volunteers~~ shall make a report of suspected child abuse if they have reasonable cause to suspect that a child is the victim of child abuse under any of the following circumstances: [\[11\]](#)

1. The school employee, independent contractor or volunteer comes into contact with the child in the course of employment, occupation and the practice of a profession or through a regularly scheduled program, activity or service.
2. The school employee, independent contractor or volunteer is directly responsible for the care, supervision, guidance or training of the child.
3. A person makes a specific disclosure to a school employee, independent contractor or volunteer that an identifiable child is the victim of child abuse.
4. An individual fourteen (14) years of age or older makes a specific disclosure to a school employee, independent contractor or volunteer that s/he has committed child abuse.

A child is not required to come before the school employee, independent contractor or volunteer in order for that individual to make a report of suspected child abuse. [\[11\]](#)

A report of suspected child abuse does not require the identification of the person responsible for the child abuse. [\[11\]](#)

Any person who, in good faith, makes a report of suspected child abuse, regardless of whether the report is required, cooperates with an investigation, testifies in a proceeding, or engages in other action authorized by law shall have immunity from civil and criminal liability related to those actions. [\[23\]](#)

Any person required to report child abuse who willfully fails to do so may be subject to disciplinary action and criminal prosecution.[\[24\]](#)

Any person who intentionally or knowingly makes a false report of child abuse or intentionally or knowingly induces a child to make a false claim of child abuse may be subject to disciplinary action and criminal prosecution.[\[25\]](#)

Any person who engages in intimidation, retaliation, or obstruction in the making of a child abuse report or the conducting of an investigation into suspected child abuse may be subject to disciplinary action and criminal prosecution.[\[26\]](#)

The district shall not discriminate or retaliate against any person for making, in good faith, a report of suspected child abuse.[\[27\]](#)

Reporting Procedures -

School employees, independent contractors ~~or volunteers~~ who suspect child abuse shall immediately make a written report of suspected child abuse using electronic technologies (www.compass.state.pa.us/cwis) or an oral report via the statewide toll-free telephone number (1-800-932-0313). A person making an initial oral report of suspected child abuse must also submit a written electronic report within forty-eight (48) hours after the oral report. Upon receipt of an electronic report, the electronic reporting system will automatically respond with a confirmation, providing the district with a written record of the report.[\[11\]\[28\]\[29\]](#)

A school employee, independent contractor ~~or volunteer~~ who makes a report of suspected child abuse shall immediately, after making the initial report, notify the school principal and if the initial report was made electronically, also provide the principal with a copy of the report confirmation. The school principal shall then immediately notify the Superintendent or designee that a child abuse report has been made and if the initial report was made electronically, also provide a copy of the report confirmation.[\[11\]\[28\]\[29\]](#)

When a report of suspected child abuse is made by a school employee, independent contractor ~~or volunteer~~ as required by law, the school district is not required to make more than one (1) report. An individual otherwise required to make a report who is aware that an initial report has already been made by a school employee, independent contractor or volunteer is not required to make an additional report. The person making an initial oral report is responsible for making the follow-up written electronic report within forty-eight (48) hours, and shall provide the school principal with a copy of the report confirmation promptly after the written electronic report has been filed. The principal shall in turn provide a copy of the report confirmation to the Superintendent or designee.[\[11\]\[28\]\[29\]](#) **If the principal is the alleged perpetrator, the employee, after making the mandatory report to the authorities, shall notify the Assistant Superintendent.**

If the Superintendent or designee reasonably suspects that conduct being reported involves an incident required to be reported under the Safe Schools Act, the Superintendent or designee shall inform the Philadelphia Police Department, in accordance with applicable law, regulations and SRC policy.[\[30\]\[31\]\[32\]\[33\]\[34\]\[35\]](#)

Investigation -

The school principal shall facilitate the cooperation with the State Department of Human Services or the local agency investigating a report of suspected child abuse, including permitting authorized personnel to interview the child while in attendance at school, access to records and providing any other necessary information. [\[11\]\[36\]](#)

Upon notification that an investigation involves suspected child abuse by a school employee, the principal shall immediately implement a plan of supervision or alternative arrangement that has been approved by the Superintendent for the school employee under investigation. The plan of supervision or alternative arrangement shall be submitted to the **local agency** for approval. [\[37\]](#)

If the principal is the suspected perpetrator, the Assistant Superintendent shall immediately implement a plan of supervision or alternative arrangement. The plan of supervision or alternative arrangement must be approved by the Superintendent and shall be submitted to the **local agency** for approval.

Legal References:

1. [24 P.S. 1205.6](#)
2. [23 Pa. C.S.A. 6301 et seq](#)
3. Pol. 333 - Professional Development
4. Pol. 818 - Contracted Services
5. [23 Pa. C.S.A. 6303](#)
6. [24 P.S. 111](#)
7. [23 Pa. C.S.A. 6344](#)
8. [18 Pa. C.S.A. 7508.2](#)
9. [42 Pa. C.S.A. 9799.12](#)
10. [42 Pa. C.S.A. 9799.24](#)
11. [23 Pa. C.S.A. 6311](#)
12. Pol. 302 - Employment of Superintendent
13. Pol. 304 - Employment of District Staff
14. Pol. 305 - Employment of Substitutes
15. Pol. 306 - Employment of Summer School Staff
16. [23 Pa. C.S.A. 6344.3](#)
17. [23 Pa. C.S.A. 6344.4](#)
18. Pol. 309 - Assignment and Transfer
19. Pol. 916 - Volunteers
20. Pol. 317.1 - Educator Misconduct
21. [24 P.S. 2070.1a](#)
22. Pol. 824 - Maintaining Professional Adult/Student Boundaries
23. [23 Pa. C.S.A. 6318](#)
24. [23 Pa. C.S.A. 6319](#)
25. [18 Pa. C.S.A. 4906.1](#)
26. [18 Pa. C.S.A. 4958](#)
27. [23 Pa. C.S.A. 6320](#)
28. [23 Pa. C.S.A. 6305](#)

- 29. 23 Pa. C.S.A. 6313
- 30. 24 P.S. 1302.1-A
- 31. 24 P.S. 1303-A
- 32. 22 PA Code 10.2
- 33. 22 PA Code 10.21
- 34. 22 PA Code 10.22
- 35. Pol. 805.1 - Relations With Law Enforcement Agencies
- 36. 23 Pa. C.S.A. 6346
- 37. 23 Pa. C.S.A. 6368

Related Information:

- 24 P.S. 1301-A et seq
- 22 PA Code 10.1 et seq
- 24 P.S. 1527
- 24 P.S. 2070.1a et seq
- 18 Pa. C.S.A. 4304
- Pol. 317 - Conduct/Disciplinary Procedures

THE SCHOOL DISTRICT
OF PHILADELPHIA

SECTION: 800 Operations

TITLE: Bonding

ADOPTED: April 27, 1981

REVISED:

811 BONDING

Purpose

Prudent trusteeship of district resources dictates that employees responsible for the safekeeping of district funds be bonded.

Authority

The **School Reform Commission directs that** the district be indemnified against loss of money by bonding each employee required to be bonded by policy or by **law**. The **SRC** shall bear the cost of bonds **for designated employees.**[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

Enumeration and valuation of such bonds shall be determined annually.

The amount of each bond shall be commensurate with the financial responsibility of the position.

Legal References:

1. 24 P.S. 409
2. 24 P.S. 431
3. 24 P.S. 436
4. 24 P.S. 511
5. 24 P.S. 658
6. Philadelphia Home Rule Charter - 12-403

Related Information:

- 24 P.S. 2127
- Philadelphia Home Rule Charter - 12-300

RESOLVED, that the School Reform Commission hereby ratifies the appointment of the following persons to the positions, on the effective dates through December 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

ACEVEDO, DOROTHY E	SUPPORTIVE SERVICES ASST, 3 HR	FITZPATRICK, A. L. SCHOOL	12/12/17	\$8,749.00	ANNUAL SALARY
ADJIP, CHRISTINA	TEACHER,FULL TIME	MARSHALL, THURGOOD SCHOOL	12/20/17	\$45,359.00	ANNUAL SALARY
ALLEN, CATRINA A	ONE TO ONE ASST, SPECIAL ED	SCIENCE LEADERSHIP ACADEMY	12/12/17	\$20,345.00	ANNUAL SALARY
ANDERSON, JAI A	CLASSROOM ASST,SP ED,MULTP STU	CASSIDY,LEWIS C ACADEMICS PLUS	12/13/17	\$19,344.00	ANNUAL SALARY
ARMETTA, ELIZABETH A	SCHOOL PSYCHOLOGIST	FORREST, EDWIN SCHOOL	12/11/17	\$78,296.00	ANNUAL SALARY
ASHMORE, JESSICA L	TEACHER,FULL TIME	MUNOZ-MARIN, HON LUIS SCHOOL	12/18/17	\$51,113.00	ANNUAL SALARY
AUSTIN, JOYCE A	BUS ATTENDANT,ONE TO ONE	WIDENER MEMORIAL SCHOOL	12/18/17	\$11,294.00	ANNUAL SALARY
BARFIELD, NAJEER R	GENERAL CLEANER, 8 HOURS	HILL-FREEDMAN WORLD ACADEMY	12/04/17	\$20,423.00	ANNUAL SALARY
BEATY, CARL A	ONE TO ONE ASST, SPECIAL ED	MIFFLIN, THOMAS SCHOOL	12/11/17	\$19,344.00	ANNUAL SALARY
BECKMAN, ROCHELLE	STUDENT CLIMATE STAFF,4 HOURS	FRANKLIN, BENJAMIN SCHOOL	12/04/17	\$9,377.00	ANNUAL SALARY
BELL, LUCILLE T	TEACHER-EXTRA CURR/STAFF DEVEL	NON-PUBLIC PROGRAMS	12/11/17	\$39.87	HOURLY RATE
BENNER, JAMES M	TEACHER,FULL TIME	FINLETTER, THOMAS K. SCHOOL	12/04/17	\$46,694.00	ANNUAL SALARY
BINGHAM, CARMELA V	BUS ATTENDANT,ONE TO ONE	WASHINGTON, MARTHA SCHOOL	12/18/17	\$11,294.00	ANNUAL SALARY
BOONE, JACQUELINE L	VAN CHAUFFEUR, PART TIME PROB	TRANSPORTATION, PD	12/11/17	\$12,954.40	ANNUAL SALARY
BROOKS, SHAVAGHN J	ONE TO ONE ASST, SPECIAL ED	MITCHELL ELEMENTARY SCHOOL	12/11/17	\$19,344.00	ANNUAL SALARY
BROWN, CIERA T	STUDENT CLIMATE STAFF,4 HOURS	SULLIVAN, JAMES J. SCHOOL	12/04/17	\$9,377.00	ANNUAL SALARY
BURNETT, LA GRACIA	TEACHER,SPEC EDUCATION	HILL-FREEDMAN WORLD ACADEMY	12/12/17	\$90,051.00	ANNUAL SALARY
CAMPBELL, SABRINA A	ONE TO ONE ASST, SPECIAL ED	MIFFLIN, THOMAS SCHOOL	12/11/17	\$19,344.00	ANNUAL SALARY
CAREY, KEVIN P	STUDENT CLIMATE STAFF,5 HOURS	AMY 5 AT JAMES MARTIN	12/18/17	\$11,721.00	ANNUAL SALARY
CASH, TIARA S	ONE TO ONE ASST, SPECIAL ED	WASHINGTON, GROVER JR. MIDDLE	12/04/17	\$19,344.00	ANNUAL SALARY
CHANCE, DAYANA N	BUS ATTENDANT	WEBSTER, JOHN H. SCHOOL	12/04/17	\$11,294.00	ANNUAL SALARY
CHERO, HEATHER A	TEACHER,SPEC EDUCATION	ZIEGLER, WILLIAM H. SCHOOL	12/11/17	\$46,193.00	ANNUAL SALARY
CHIM, CUC V	EXT ACTVTS,NON-CONTRACT EMP-HR	FACILITIES MGMT. & SERVICES	12/18/17	\$12.00	HOURLY RATE
COATS, KIARA C	GENERAL CLEANER, 8 HOURS	SHEPPARD, ISAAC A. SCHOOL	12/04/17	\$20,423.00	ANNUAL SALARY
COLCLOUGH, BRIANA	SUPPORTIVE SERVICES ASST, 4 HR	ROOSEVELT ELEMENTARY SCHOOL	12/20/17	\$11,666.00	ANNUAL SALARY
COLE, SHATERA L	FOOD SVCS ASSISTANT	FRANKFORD HIGH SCHOOL	12/11/17	\$13,591.50	ANNUAL SALARY
COLLIER, CELISSE R	SENIOR PROJECT MANAGER	INFORMATION SYSTEMS	12/12/17	\$93,000.00	ANNUAL SALARY
COLLINS, SHANIECE T	EXT ACTVTS,NON-CONTRACT EMP-HR	FAMILY & COMMUNITY ENGAGEMENT	12/20/17	\$15.00	HOURLY RATE
CORDICE, JENSEN	EXT ACTVTS,NON-CONTRACT EMP-HR	TRANSPORTATION SERVICES	12/01/17	\$11.00	HOURLY RATE
DAY, CONSTANCE	SUPPORTIVE SERVICES ASST, 3 HR	MC CLURE, ALEXANDER K. SCHOOL	12/18/17	\$8,749.00	ANNUAL SALARY
DURRANT, TYNEESHA C	BUS ATTENDANT	HANCOCK DEMONSTRATION SCHOOL	12/04/17	\$11,294.00	ANNUAL SALARY
EDGEFIELD, KRYSAL N	ONE TO ONE ASST, SPECIAL ED	DUNBAR, PAUL L. SCHOOL	12/11/17	\$19,344.00	ANNUAL SALARY
ENNETT, EILEEN K	BUS ATTENDANT	BALDI MIDDLE SCHOOL	12/04/17	\$11,294.00	ANNUAL SALARY

FANWICK, JOAN E	TEACHER,SPEC EDUCATION	NEBINGER, GEORGE W. SCHOOL	12/04/17	\$46,193.00	ANNUAL SALARY
FARDELLA, ANGELA C	STUDENT CLIMATE STAFF,4 HOURS	MAYFAIR SCHOOL	12/11/17	\$9,377.00	ANNUAL SALARY
FIELDS, IYEISHA R	STUDENT CLIMATE STAFF,3 HOURS	HUNTER, WILLIAM H. SCHOOL	11/29/17	\$7,563.00	ANNUAL SALARY
FOSTER, COLLEN	STUDENT CLIMATE STAFF,3 HOURS	DECATUR, STEPHEN SCHOOL	12/18/17	\$7,032.00	ANNUAL SALARY
GARCED, EMYLISD	STUDENT CLIMATE STAFF,4 HOURS	MEEHAN, AUSTIN MIDDLE SCHOOL	12/14/17	\$9,377.00	ANNUAL SALARY
GHISU, ELENA M	TEACHER-EXTRA CURR/STAFF DEVEL	COORD OFC NON-PUBLIC SCHL PGMS	12/07/17	\$39.87	HOURLY RATE
GIRAUD, SAIDAH	TEACHER,FULL TIME	LAMBERTON,ROBERT E ELEMENTARY	12/11/17	\$66,461.00	ANNUAL SALARY
GOLDSTINE, ELEANOR M	BUS ATTENDANT,ONE TO ONE	WASHINGTON, MARTHA SCHOOL	12/18/17	\$11,294.00	ANNUAL SALARY
GONZALEZ, KIARA M	STUDENT CLIMATE STAFF,3 HOURS	OLNEY ELEMENTARY SCHOOL	11/29/17	\$7,032.00	ANNUAL SALARY
GRIGGS, TANISHA S	BUS CHAUFFEUR PART TIME PROB	TRANSPORTATION, PD	12/11/17	\$12,954.40	ANNUAL SALARY
GROOM, JONATHAN K	TEACHER,FULL TIME	DEBURGOS, J. ELEMENTARY	12/04/17	\$79,586.00	ANNUAL SALARY
GUERRANT, MARKEYA K	BUS ATTENDANT,ONE TO ONE	NEBINGER, GEORGE W. SCHOOL	12/18/17	\$11,294.00	ANNUAL SALARY
HAGANS, INASIA	STUDENT CLIMATE STAFF,5 HOURS	TILDEN MIDDLE SCHOOL	12/11/17	\$11,721.00	ANNUAL SALARY
HAYDEN, DAVID J	TEACHER,FULL TIME	HARDING, WARREN G. MIDDLE SCH	12/11/17	\$60,453.00	ANNUAL SALARY
HENNIGAN, SHONIQUE L	FOOD SVCS ASSISTANT	WILLARD, FRANCES E. SCHOOL	12/18/17	\$13,591.50	ANNUAL SALARY
HERNANDEZ, KEYSIE Y	EXT ACTVTS,NON-CONTRACT EMP-HR	EARLY CHILDHOOD EDUCATION	12/21/17	\$15.00	HOURLY RATE
HORNING, KIRA J	THERAPIST (OCCUP/PHYS)	WIDENER MEMORIAL SCHOOL	12/11/17	\$53,282.00	ANNUAL SALARY
HOWARD, TYNISHA T	SCHOOL NURSE	ROOSEVELT ELEMENTARY SCHOOL	12/04/17	\$51,113.00	ANNUAL SALARY
JAMES, JASMINE L	ONE TO ONE ASST, SPECIAL ED	ROOSEVELT ELEMENTARY SCHOOL	12/04/17	\$19,344.00	ANNUAL SALARY
JESSUP, MARCELLA M	STUDENT CLIMATE STAFF,4 HOURS	MCKINLEY, WILLIAM SCHOOL	12/07/17	\$9,377.00	ANNUAL SALARY
JOHNSON, IZAIRE J	BUS CHAUFFEUR PART TIME PROB	TRANSPORTATION, PD	12/11/17	\$12,954.40	ANNUAL SALARY
JORDAN, JOSHUA	EXT ACTVTS,NON-CONTRACT EMP-HR	FACILITIES MGMT. & SERVICES	12/27/17	\$12.00	HOURLY RATE
JOSEY, SHERRON N	SUPPORTIVE SERVICES ASST, 4 HR	ROOSEVELT ELEMENTARY SCHOOL	12/11/17	\$11,666.00	ANNUAL SALARY
KAUR, SIMRAN	EXT ACTVTS,NON-CONTRACT EMP-HR	TRANSPORTATION SERVICES	12/01/17	\$12.00	HOURLY RATE
KIRKALDY, LEXI L	FOOD SVCS ASSISTANT	HARDING, WARREN G. MIDDLE SCH	12/11/17	\$11,326.25	ANNUAL SALARY
LAYTON, CORSAIR C	GENERAL CLEANER, 8 HOURS	BALDI MIDDLE SCHOOL	12/18/17	\$20,423.00	ANNUAL SALARY
LEACH, TYRIQ	FOOD SVCS ASSISTANT	HOUSTON, HENRY H. SCHOOL	12/18/17	\$12,458.87	ANNUAL SALARY
LEE-HERNDON, CHEMKA L	STUDENT CLIMATE STAFF,3 HOURS	DISSTON, HAMILTON SCHOOL	12/04/17	\$7,032.00	ANNUAL SALARY
LEWIS, CIARRA B	FOOD SVCS ASSISTANT	WISTER, JOHN SCHOOL	12/11/17	\$13,591.50	ANNUAL SALARY
LOFTUS, KAREN L	TEACHER,SPEC EDUCATION	ALLEN, ETHAN SCHOOL	11/01/17	\$73,803.00	ANNUAL SALARY
LOMBARDO, JOHN P	GENERAL CLEANER, 8 HOURS	DISSTON, HAMILTON SCHOOL	12/18/17	\$20,423.00	ANNUAL SALARY
LOYD, DEIRDRE	SUPPORTIVE SERVICES ASST, 4 HR	ROOSEVELT ELEMENTARY SCHOOL	12/11/17	\$11,666.00	ANNUAL SALARY
MACK, NIJAH	GENERAL CLEANER,SUPPLEMENTAL	PER DIEM	12/11/17	\$9.56	HOURLY RATE
MACLEON, CYNTHIA	STUDENT CLIMATE STAFF,3 HOURS	FITZPATRICK, A. L. SCHOOL	12/13/17	\$7,032.00	ANNUAL SALARY
MARCELIN, ANTHONY	GENERAL CLEANER,SUPPLEMENTAL	PER DIEM	12/11/17	\$9.56	HOURLY RATE
MATTEO, ADRIAN	GENERAL CLEANER, 8 HOURS	FELL, D. NEWLIN SCHOOL	12/04/17	\$20,423.00	ANNUAL SALARY
MCGILL, RIZE	EXT ACTVTS,NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	12/13/17	\$20.00	HOURLY RATE
MCINTOSH, NICOLE A	BUS ATTENDANT	MEADE, GEN. GEORGE G. SCHOOL	12/04/17	\$11,294.00	ANNUAL SALARY
MCKINNEY, KENYATTA	SCHOOL IMPROV SUPPORT LIAISON	HESTON, EDWARD SCHOOL	12/11/17	\$25,568.00	ANNUAL SALARY
MONTGOMERY, SHARON R	TEACHER,FULL TIME	OLNEY ELEMENTARY SCHOOL	12/18/17	\$67,789.00	ANNUAL SALARY
MOSLEY, BETTY	EARLY CHILD FOOD SV WK 4.5HRS	CHILDS HEAD START	12/18/17	\$5,934.37	ANNUAL SALARY
NAPPER, MARY E	FOOD SVCS ASSISTANT	FOOD SERVICES ADMIN & SUPPORT	12/11/17	\$9,061.00	ANNUAL SALARY
NESMITH, CORETTA L	BUS ATTENDANT	EDISON, THOMAS A. HIGH SCHOOL	12/11/17	\$11,294.00	ANNUAL SALARY
NOBLES, KATHERINE	TEACHER-EXTRA CURR/STAFF DEVEL	NON-PUBLIC PROGRAMS	12/11/17	\$39.87	HOURLY RATE

PATERNOSTER, CARMEN	TEACHER, FULL TIME	MAYFAIR SCHOOL	12/19/17	\$46,694.00	ANNUAL SALARY
PEARSALL, SADE A	SPECIAL EDUCATION ASSISTANT	ROWEN, WILLIAM SCHOOL	12/18/17	\$19,344.00	ANNUAL SALARY
PERRY, STEFANIA C	SCHOOL PSYCHOLOGIST	HARRINGTON, AVERY D. SCHOOL	12/11/17	\$78,296.00	ANNUAL SALARY
PFENDER, KENNETH C	STUDENT CLIMATE STAFF, 5 HOURS	MARSHALL, THURGOOD SCHOOL	12/13/17	\$11,721.00	ANNUAL SALARY
PIZZI, LUCY L	ONE TO ONE ASST, SPECIAL ED	FORREST, EDWIN SCHOOL	12/11/17	\$19,344.00	ANNUAL SALARY
PUGH, DONTE'	GENERAL CLEANER, SUPPLEMENTAL	PER DIEM	12/11/17	\$9.56	HOURLY RATE
QUENSE, ERIN	TEACHER, SPEC EDUCATION	MEEHAN, AUSTIN MIDDLE SCHOOL	12/05/17	\$48,527.00	ANNUAL SALARY
QUIRK, JOHN J	BUS CHAUFFEUR PART TIME PROB	TRANSPORTATION, PD	12/11/17	\$12,954.40	ANNUAL SALARY
RAGAN, CORLISSA	STUDENT CLIMATE STAFF, 5 HOURS	BLAINE, JAMES G. SCHOOL	11/20/17	\$11,721.00	ANNUAL SALARY
REEDY, NIKISHA M	GENERAL CLEANER, 8 HOURS	LOWELL, JAMES R. SCHOOL	12/04/17	\$20,423.00	ANNUAL SALARY
RODRIGUEZ, ADRIANNA	STUDENT CLIMATE STAFF, 3 HOURS	WELSH, JOHN SCHOOL	12/04/17	\$7,032.00	ANNUAL SALARY
RODRIGUEZ MORALES, PEDRO A	EXT ACTVTS, NON-CONTRACT EMP-HR	TRANSPORTATION SERVICES	12/01/17	\$11.00	HOURLY RATE
ROMERO, WANDA E	SUPPORTIVE SERVICES ASST, 4 HR	EDISON, THOMAS A. HIGH SCHOOL	12/11/17	\$11,666.00	ANNUAL SALARY
ROSS-SIMS, FRANCESCA L	VAN CHAUFFEUR, PART TIME PROB	TRANSPORTATION, PD	12/11/17	\$12,954.40	ANNUAL SALARY
ROUSE, LONNESSE D	EXT ACTVTS, NON-CONTRACT EMP-HR	FAMILY & COMMUNITY ENGAGEMENT	12/20/17	\$15.00	HOURLY RATE
RUCKER, KRISTEN N	GENERAL CLEANER, 8 HOURS	HARRINGTON, AVERY D. SCHOOL	12/11/17	\$20,423.00	ANNUAL SALARY
SANTO, LEEANN M	EXT ACTVTS, NON-CONTRACT EMP-HR	TRANSPORTATION SERVICES	12/02/17	\$12.00	HOURLY RATE
SAPP, KORAN A	GENERAL CLEANER, 8 HOURS	HILL-FREEDMAN WORLD ACADEMY	12/04/17	\$20,423.00	ANNUAL SALARY
SIMON, SERENA N	FOOD SVCS ASSISTANT	FELTONVILLE INTERMEDIATE	12/11/17	\$9,061.00	ANNUAL SALARY
SIMPSON, KEITH E	CLIMATE SUPPORT SPECIALIST	KENSINGTON CAPA	12/11/17	\$20,598.00	ANNUAL SALARY
SIMS, LEILA D	STUDENT CLIMATE STAFF, 4 HOURS	ANDERSON, ADD B. SCHOOL	12/04/17	\$9,377.00	ANNUAL SALARY
SMITH, MARQUIS W	FOOD SVCS ASSISTANT	SAUL, WALTER B. HIGH SCHOOL	12/11/17	\$9,061.00	ANNUAL SALARY
SMITH, MONTEZ U	EXT ACTVTS, NON-CONTRACT EMP-HR	PAYROLL	12/28/17	\$15.00	HOURLY RATE
STAUB, JOSHUA T	MULTI TIER SYTM SU SP SCH CL	CLIMATE & SAFETY	12/13/17	\$58,500.00	ANNUAL SALARY
STEVENS, SHARESE R	BUS ATTENDANT, ONE TO ONE	DEBURGOS, J. ELEMENTARY	12/18/17	\$11,294.00	ANNUAL SALARY
TAYLOR, BLAIR T	VAN CHAUFFEUR, PART TIME PROB	TRANSPORTATION, PD	12/11/17	\$12,954.40	ANNUAL SALARY
TAYLOR, EBONY M	FOOD SVCS ASSISTANT	RHOADS, JAMES SCHOOL	12/11/17	\$9,061.00	ANNUAL SALARY
THOMAS, AMARIKA D	FOOD SVCS ASSISTANT	MARSHALL, JOHN SCHOOL	12/11/17	\$9,061.00	ANNUAL SALARY
THOMAS, LEA J	FOOD SVCS ASSISTANT	PENN TREATY HIGH SCHOOL	12/11/17	\$9,061.00	ANNUAL SALARY
TKATCH, CATHERINE A	DATA ANALYST	RESEARCH & EVALUATION	12/18/17	\$51,000.00	ANNUAL SALARY
TURNER, JAMAAL R	VAN CHAUFFEUR, PART TIME PROB	TRANSPORTATION, PD	12/11/17	\$12,954.40	ANNUAL SALARY
UPSHAW, WILLIAM D	EXT ACTVTS, NON-CONTRACT EMP-HR	TRANSPORTATION SERVICES	12/01/17	\$11.00	HOURLY RATE
WALLACE, DARCELL S	VAN CHAUFFEUR, PART TIME PROB	TRANSPORTATION, PD	12/11/17	\$12,954.40	ANNUAL SALARY
WALLACE, WALDYN H	STUDENT CLIMATE STAFF, 5 HOURS	WASHINGTON, GEORGE HIGH SCHOOL	12/04/17	\$11,721.00	ANNUAL SALARY
WALLIN, SHEILA	EXT ACTVTS, NON-CONTRACT EMP-DL	EMPLOYEE RELATIONS	12/27/17	\$350.00	DAILY RATE
WASHINGTON, ZAMIRAH S	FOOD SVCS ASSISTANT	SHARSWOOD, GEORGE SCHOOL	12/11/17	\$9,061.00	ANNUAL SALARY
WAUGH, STEPHANIE R	STUDENT CLIMATE STAFF, 5 HOURS	PENNELL, JOSEPH ELEMENTARY	12/18/17	\$11,721.00	ANNUAL SALARY
WILLIAMS, EMMA N	FOOD SVCS UTILITY WORKER	KELLY, JOHN B. SCHOOL	12/04/17	\$17,206.31	ANNUAL SALARY
WILLIAMS, JAMI D	MULTI TIER SYTM SU SP SCH CL	CLIMATE & SAFETY	12/18/17	\$64,500.00	ANNUAL SALARY
WILLIAMS, JUDITH S	FOOD SVCS WORKER III	BUILDING 21	12/04/17	\$18,199.18	ANNUAL SALARY
WILLIAMS, SHIYAH A	ONE TO ONE ASST, SPECIAL ED	KELLY, JOHN B. SCHOOL	12/04/17	\$19,344.00	ANNUAL SALARY
WILLIAMS, TIARA M	BUS ATTENDANT	RICHMOND SCHOOL	12/04/17	\$11,294.00	ANNUAL SALARY
WILLIAMS, TIARA M	STUDENT CLIMATE STAFF, 3 HOURS	RICHMOND SCHOOL	12/14/17	\$7,032.00	ANNUAL SALARY
WILSON, REJEAN E	VAN CHAUFFEUR, PART TIME PROB	TRANSPORTATION, PD	12/11/17	\$12,954.40	ANNUAL SALARY

THE FOLLOWING EMPLOYEES HAVE BEEN TERMINATED

ANGELUCCI, VINCENT	TEACHER,FULL TIME	12/06/17
BARNES, MICHELLE J	TEACHER,FULL TIME	12/09/17
BENFIELD, LOLA K	TEACHER,FULL TIME	12/02/17
BERRY, HENRY	STUDENT CLIMATE STAFF,3 HOURS	12/05/17
CAPELLA, CAROL	TEACHER,FULL TIME	11/10/17
CHERRY, SHAQUILLE	FOOD SVCS UTILITY WORKER	12/08/17
CLAIRE, SAMANTHA G	TEACHER,FULL TIME	12/09/17
DAVIS, SANDRA J	TEACHER,FULL TIME	12/09/17
DODGE, EMILY A	TEACHER,FULL TIME	12/05/17
DORMAN, JOHN	SCHOOL POLICE OFFICER	12/04/17
ELLIOTT, PHILLIPPA D	TEACHER,FULL TIME	12/06/17
ELSAIED, FANTHYA	STUDENT CLIMATE STAFF,4 HOURS	12/22/17
FERRENCE, MICHAEL	TEACHER,SPEC EDUCATION	11/07/17
GAMBLE, ANTHONY D	BUILDING ENGINEER TRAINEE	12/01/17
GILBERT, DARRELL B	TEACHER,FULL TIME	12/23/17
GILLESPIE, JANYEA B	STUDENT CLIMATE STAFF,4 HOURS	12/08/17
GIRAUD, SAIDAH	TEACHER,FULL TIME	12/16/17
GONZALEZ, MIGUEL A	TEACHER,FULL TIME	12/07/17
GRIFFIN, ELIZABETH M	FOOD SVCS ASSISTANT	12/22/17
GUSMANO, OLIVIA	TEACHER,FULL TIME	11/18/17
GUTIERREZ, KARINA S	ONE TO ONE ASST, SPECIAL ED	06/02/17
HAMAILI, SERINE	COUNSELING ASST,BILINGUAL	12/08/17
HAMMONDS, MECCA A	CLASSROOM ASST,SP ED,SV HND	12/04/17
HARDAWAY, EVELYN J	SUPPORTIVE SERVICES ASST, 4 HR	12/05/17
HARRIS-KELLY, BRIANNA Y	GENERAL CLEANER, 8 HOURS	12/08/17
HARVEY, DENIECE	STUDENT CLIMATE STAFF,3 HOURS	12/22/17
HATCHER, NINA M	BUS ATTENDANT	12/05/17
HUBIAK, KATYA A	TEACHER,SPEC EDUCATION	12/02/17
HUSLER-GROSECLOSE, HEATHER A	TEACHER,FULL TIME	10/14/17
HUTCHINS, SENQUETTA R	STUDENT CLIMATE STAFF,5 HOURS	11/27/17
JAMES, AMIN	STUDENT CLIMATE STAFF,4 HOURS	12/22/17
JOHNSON, JEMALE B	FOOD SVCS ASSISTANT	12/06/17
KAELIN, JENNIFER N	TEACHER,FULL TIME	12/08/17
KAETZ, DOUGLAS	TEACHER,FULL TIME	12/09/17
KELLY, CHRISTINA T	TEACHER,SPEC EDUCATION	12/17/17
LEWIS, NATASHA D	STUDENT CLIMATE STAFF,4 HOURS	11/27/17
LYDON, ANDREW	TEACHER,FULL TIME	11/10/17
LYDON, MATTHEW	TEACHER,FULL TIME	12/01/17
MACDOUGALL, RACHEL A	TEACHER,FULL TIME	12/02/17
MASSIAH, KAYSHANA L	SUPPORTIVE SERVICES ASST, 3 HR	12/05/17

MIKE, IEASHA A	FOOD SVCS ASSISTANT	12/22/17
MILLINER, DAHNEK Q	TRADES APPRENTICE	12/09/17
MITCHELL, LESLIE	SUPPORTIVE SERVICES ASST, 3 HR	12/05/17
MITCHEM, EDWARD A	TEACHER,FULL TIME	12/23/17
PHAM, VINH X	CLASSROOM ASST,SP ED,MULTP STU	12/09/17
PHIAMBOLIS, ALEX T	TEACHER,FULL TIME	12/23/17
RICHARDSON, DANIELLE N	STUDENT CLIMATE STAFF,4 HOURS	12/08/17
ROHRMILLER, HAYDEN F	TEACHER,FULL TIME	12/23/17
ROYSTER, SHAKEELAH C	STUDENT CLIMATE STAFF,4 HOURS	11/29/17
RUTLAND, DANIEL	TEACHER,SPEC EDUCATION	12/05/17
SAINCLAIR, TALIA	TEACHER,SPEC EDUCATION	12/23/17
SEYFERT, CASSIDY B	TEACHER,SPEC EDUCATION	12/23/17
SPENCER, CLAIRE	STUDENT CLIMATE STAFF,5 HOURS	12/22/17
STRAIN, ELLEN M	TEACHER,FULL TIME	11/07/17
TAYLOR, EBONY M	FOOD SVCS ASSISTANT	12/22/17
TOLBERT, NICOLE N	BUS ATTENDANT,ONE TO ONE	12/24/17
VANCLIFF, ROBERT	CLASSROOM ASST,SP ED,SV HND	12/01/17
WARKENTIN, LAURA R	TEACHER,SPEC EDUCATION	12/16/17
WATSON, RACHEL A	BUS ATTENDANT	12/04/17
WHITE, MARANDA A	STUDENT CLIMATE STAFF,4 HOURS	12/08/17
WHITFIELD, SALEEMA	FOOD SVCS WORKER III	12/08/17
WILLIAMS, EBONY E	SUPPORTIVE SERVICES ASST, 3 HR	10/26/17
WILLIAMS, JUDITH S	FOOD SVCS WORKER III	12/04/17
WILLIAMS, ROSE	TEACHER ASST,PKHS	12/05/17
WILLIAMS, YOLANDA	STUDENT CLIMATE STAFF,5 HOURS	11/21/17
WOLKENHAUER, NATHAN A	TEACHER,FULL TIME	12/02/17

FURTHER RESOLVED, that Benny Daniel be dismissed from his employment as a Temporary Teacher by the School District of Philadelphia, effective January 18, 2018, and be it

FURTHER RESOLVED, that the School Reform Commission adopts the Hearing Officer's Recommendation and Report on file with the minutes of the School Reform Commission as the reasons for this decision, including its Findings of Fact and Conclusions of Law, and be it

FURTHER RESOLVED, that this decision was made in accordance with the Pennsylvania School Code of 1949, as amended, following an independent review of the record by the individual members of the Commission.