

**SCHOOL REFORM COMMISSION
PUBLIC MEETING
RESOLUTION SUMMARY**

MARCH 15, 2018

I. SCHOOL REFORM COMMISSION

SRC-1 (Updated 3.13.18)

Adoption of Proposed Policies: Policy 248 Harassment and Discrimination of Students; Policy 348 Harassment and Discrimination of Employees; Policy 904 Public Attendance at School Events; Policy 913: Non-school Organizations/Groups/Individuals

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

Policy 913 Non-school Organizations/Groups/Individuals

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

Policy 248 Harassment and Discrimination of Students
Policy 348 Harassment and Discrimination of Employees
Policy 904 Public Attendance at School Events

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

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

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

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

SRC-2 (Updated 3.12.18) (REVIEW – NO ACTION)

Review of Proposed Policies: Policy 330 Overtime and Discretionary Time; Policy 702.2 Fundraising and Crowdfunding; Policy 818 Contracted Services; Policy 220 Student Expression/ Distribution and Posting of Materials; Policy 234 Pregnant, Parenting, and Married Students;

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

Policy 302 Employment of the Superintendent; Policy 406 Charter Modifications; Policy 1000 Grant Management, Compliance, and Administration

RESOLVED, that the School Reform Commission hereby adopts the following SRC Policy, in the form attached, effective April 26, 2018:

Policy 330 Overtime and Discretionary Time
Policy 702.2 Fundraising and Crowdfunding
Policy 818 Contracted Services

FURTHER RESOLVED, that the School Reform Commission hereby adopts amendments to the following SRC Policies, in the forms attached, effective April 26, 2018:

Policy 220 Student Expression/Distribution and Posting of Materials
Policy 234 Pregnant, Parenting, and Married Students
Policy 302 Employment of the Superintendent
Policy 406 Charter Modifications
Policy 1000 Grant Management, Compliance, and Administration

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

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

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

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

SRC-3

Administration's Recommended Termination of Professional Employee

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

1. E. K.

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.

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 **February 28, 2018** 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.

Operations

A-2

Cafeteria Fund: \$100,000 Contract with Calico Industries – Kitchen Smallwares

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 Calico Industries, Inc. to purchase kitchen smallwares, for an amount not to exceed \$100,000, subject to funding, for the period commencing from July 1, 2018 through June 30, 2020.

Description: Pursuant to the requirements contract of supplies and/or a combination of supplies and services, for purchases costing \$20,100 or more, this contract establishes a source for smallwares equipment used by District cafeterias. Individual schools as well as the Food Services department will use the award to purchase items such as mixing bowls, cutting boards, thermometers, and other necessary tools.

This proposed award represents completion of the public solicitation under A18-65909, Kitchen Smallwares, issued by Procurement on 10/23/2017. It was sent to nineteen (19) vendors and several area assist agencies. Fourteen (14) companies downloaded the solicitation. Of those, four (4) vendors submitted proposals.

The vendors that submitted proposals were Calico Industries, Inc., Edward Don, Co., Sam Tell & Son Inc, and Singer Equipment.

ABC Code/Funding Source	\$100,000.00
9001-029-9360-2495-6311 FY19 (\$50,000.00)	
9001-029-9360-2495-6311 FY20 (\$50,000.00)	

A-3 (Revised 3.8.18)

Operating Budget: \$75,000 Contract with Marchetty Machinery, LLC – Small Equipment Repairs

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 Marchetty Machinery Equipment II, LLC, to perform repairs on small custodial equipment at various School District of Philadelphia locations, for an amount not to exceed \$75,000, for the period commencing March 16, 2018 through March 31, 2019.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

Description: This contract establishes a source for repairs of small custodial equipment throughout various School District of Philadelphia locations, on an as needed basis. The contract will be managed and utilized by the Office of Facilities Management.

This proposed award represents completion of the public solicitation under A18-65914: Small Equipment Repairs, issued by Procurement on December 19, 2017. The solicitation was sent to two (2) vendors as well as our host of area assist agencies. Five (5) companies downloaded the solicitation and, of those, one (1) responded.

The vendor that submitted a proposal was Marchetty Machinery II, LLC.

ABC Code/Funding Source	\$75,000.00
1100-031-9270-2625-4131 FY18 (\$12,500.00)	
1100-031-9270-2625-4131 FY19 (\$62,500.00)	

A-4

Operating Budget: \$500,000 Contracts with AstroPhysics, Autoclear, and Ceia – Weapons Screening Equipment and Supplies

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 Astrophysic pursuant to GSA Contract No. GS-07F-0182T and Autoclear, pursuant to GSA Contract No. GS-07F-9699S, and Ceia, pursuant to Pennsylvania State Contract No. 4400015855, for weapons screening equipment and supplies, for an amount not to exceed \$500,000 , subject to funding, for the period commencing March 16, 2018 through March 31, 2019.

Description: This contract establishes a source for weapons screening materials, including metal detectors, security wands, and other supplies, as well as the parts necessary to repair such equipment. The Office of School Safety requires these purchases in order to ensure the safety and security of District students and staff.

These purchases will be made using state and/or federal contracts that have been awarded following a public solicitation. The use of these contracts saves the District time and resources, while awarding multiple vendors allows for additional competition and negotiation at the time of purchase.

ABC Code/Funding Source	\$500,000.00
1100-034-9560-2661-6131 FY18 (\$125,000.00)	
1100-034-9560-2661-6131 FY19 (\$375,000.00)	

A-5

Operating Budget: \$500,000 Contract with Carr & Duff, Inc. – Electrical Equipment & System Repairs

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 Carr & Duff, Inc. to perform electrical equipment and system repairs at various School District of Philadelphia locations, for an amount not to exceed \$500,000, for the period commencing April 1, 2018 through June 30, 2019.

Description: This contract establishes a source for electrical equipment and system repair services at various locations throughout the School District of Philadelphia. This contract will be managed and utilized by the Office of Maintenance Management.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

The proposed award represents the completion of public solicitation GSC-001: Electrical System & Repairs, issued by Procurement on January 24, 2018. The solicitation was sent to over 40 vendors as well as our host of area agencies. Four (4) companies downloaded the solicitation and of those, one (1) responded.

ABC Code/Funding Source	\$500,000.00
1100-031-9270-2621-4131 FY18 (\$30,000.00)	
1100-031-9270-2621-4131 FY19 (\$470,000.00)	

A-6

Operating Budget: \$500,000 Contract with Oliver Fire Protection & Security – Fire Sprinkler Repair & Maintenance

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 Oliver Fire Protection and Security, Co. to perform fire sprinkler repairs and maintenance at various School District of Philadelphia locations, for an amount not to exceed \$500,000, for the period commencing April 1, 2018 through June 30, 2019.

Description: This contract establishes a source for fire sprinkler repair and maintenance services at various locations throughout the School District of Philadelphia. This contract will be managed and utilized by the Office of Maintenance Management.

The proposed award represents the completion of public solicitation GSC-002: Fire Sprinkler Repair & Maintenance, issued by Procurement on January 24, 2018. The solicitation was sent to 18 vendors as well as our host of area agencies. Five (5) companies downloaded the solicitation and of those, one (1) responded.

ABC Code/Funding Source	\$500,000.00
1100-031-9270-2621-4131 FY18 (\$30,000.00)	
1100-031-9270-2621-4131 FY19 (\$470,000.00)	

A-7

Operating Budget: \$75,000 Contract with Guaranteed On Site – Drapery Cleaning & Fireproofing 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 Guaranteed On Site, Inc, to provide drapery cleaning and fireproofing services at various schools within the district, for an amount not to exceed \$75,000, for the period commencing July 1, 2018 through June 30, 2021.

Description: This contract establishes a source for drapery cleaning and fireproofing services at various schools throughout the district. The district requires these services to stay in compliance with state laws regarding the fire safety of public buildings. This contract will be managed and utilized by the Office of Maintenance Management.

The proposed award represents the completion of public solicitation A18-65917: Drapery Cleaning & Fireproofing Services, issued by Procurement on January 22, 2018. The solicitation was sent to four (4) vendors as well as our host of area agencies. One (1) company downloaded the solicitation and of those, one (1) responded.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

ABC Code/Funding Source	\$75,000.00
1100-031-9270-2621-4131 FY19 (\$25,000.00)	
1100-031-9270-2621-4131 FY20 (\$25,000.00)	
1100-031-9270-2621-4131 FY21 (\$25,000.00)	

A-8**Operating Budget: \$2,450,000 Contracts with Corestaff, Inc. and CareersUSA – Temporary Help for Warehousing, Moving and Office Support Services**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform contracts separately with Corestaff, Inc. and CareersUSA to provide temporary workers to assist in the daily operations of the School District, for an aggregate amount not to exceed \$2,450,000, for the period commencing April 1, 2018 through March 31, 2021, with two one-year renewal options, for a total aggregate amount not to exceed \$4,050,000, for the period commencing April 1, 2018 through March 31, 2023.

Description: This contract provides the District a source for temporary staffing for warehousing, moving, and office support services. The warehousing and moving workers assists in relocation of school operations, internal departments, and district's property, on an as needed basis as directed by District managerial personnel. The clerical/office staff supports functions such as taking phone calls and other office work during the busy months before and after school opening.

In December 2017, the Office of Procurement Services along with Facilities Management issued a Request for Proposal (RFP-574) to obtain public competitive proposals from staffing firms to provide these services under an initial three-year contract with the option for two, one-year renewals. Nine (9) vendors responded to this RFP on January 16, 2018. A committee of three members consisting of the Director of Operations, Assistant Director of Operations, and Project Manager reviewed and evaluated all the proposals based on the firms' experience, expertise, resources, and pricing.

The recommendation is to award the contract to two vendors-Corestaff, Inc. and CareersUSA. These two vendors demonstrated a level of expertise in staffing appropriate labor for requested positions and in knowledge of areas of support. Awarding the contract to two vendors is necessary to broaden our staffing pool and to ensure we have the most qualified personnel. This will allow staffing options when preparing for unplanned and/or planned projects, events or emergencies.

ABC Code/Funding Source	\$2,450,000.00
1100-037-9JB0-2533-4131 FY18 General Fund (\$100,000.00)	
1100-031-9270-2693-4131 FY18 General Fund (\$100,000.00)	
1100-037-9JB0-2533-4131 FY19 General Fund (\$250,000.00)	
1100-031-9270-2693-4131 FY19 General Fund (\$250,000.00)	
1100-037-9jb0-2533-4131 FY20 General Fund (\$250,000.00)	
1100-031-9270-2693-4131 FY20 General Fund (\$250,000.00)	
1100-037-9JB0-2533-4131 FY21 General Fund (\$160,000.00)	
1100-031-9270-2693-4131 FY21 General Fund (\$140,000.00)	
1100-037-9JB0-2533-4131 FY22 General Fund (\$250,000.00)	
1100-031-9270-2693-4131 FY22 General Fund (\$250,000.00)	
1100-037-9JB0-2533-4131 FY23 General Fund (\$250,000.00)	
1100-031-9270-2693-4131 FY23 General Fund (\$250,000.00)	

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

1100-027-9590-2713-3311 FY18 General Fund (\$50,000.00)
 1100-027-9590-2713-3311 FY19 General Fund (\$300,000.00)
 1100-027-9590-2713-3311 FY20 General Fund (\$300,000.00)
 1100-027-9590-2713-3311 FY21 General Fund (\$300,000.00)
 1100-027-9590-2713-3311 FY22 General Fund (\$300,000.00)
 1100-027-9590-2713-3311 FY23 General Fund (\$300,000.00)

A-9

License Agreement with North Broad Renaissance – Use of a Portion of The School District of Philadelphia Education Center at 440 North Broad Street

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a license agreement with the North Broad Renaissance for approximately 255 square feet of space on the third floor of the School District Administration Building, 440 North Broad Street, Philadelphia, in "as is" condition to be used for office space for North Broad Renaissance staff members. North Broad Renaissance will pay license fees to the School District in the amount of \$4,207.50 annually (\$16.50 per square foot), payable on a monthly basis, which license fees include the School District's operating costs associated with the premises, including all utilities, building engineer, maintenance, cleaning, security and trash removal, for the period commencing March 1, 2018 through February 28, 2019, with an automatic renewal for one additional year, commencing March 1, 2019 through February 29, 2020 with a 2% increase in the license fees, unless terminated by either party with no fewer than 60 days written notice to the other party. The terms of the license agreement must be acceptable to the School District's Office of Real Property Management, Office of General Counsel and the Office of Risk Management.

Description: North Broad Renaissance is a non-profit that will serve as a Special Service District whose primary role is to provide communication and information to City of Philadelphia administrators and Council, neighborhood and community groups and others who are (or may) do business, development or other activities on North Broad Street, from City Hall to Germantown Avenue. In partnership with community stakeholders, we are looking to revitalize the community, create opportunity, and improve the economic power and overall quality of life along North Broad Street.

ABC Code/Funding Source

\$4,207.50

A-10

Amendment to the Agreement of Sale with Green Starr, LLC – Sale of former Ada Lewis School

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment to the Agreement of Sale originally to be entered into with Green Star, LLC or its affiliate, pursuant to Resolution No. A-24, approved by the School Reform Commission on January 18, 2018, for the sale of an approximately 7.40 acre parcel of ground, including a three-story building containing approximately 187,000 square feet, located at 6199 Ardleigh Street, Philadelphia, PA known as the former Ada Lewis School ("Property") by adding a zoning contingency by which the sale of the Property is contingent on Green Star, LLC or its affiliate obtaining a zoning variance for the Property to change the zoning classification from RSD-3 to RMX-3. All other terms in the Resolution A-24, approved on January 18, 2018, shall remain the same and shall not be amended by this Resolution.

Description: By Resolution A-24, approved on January 18, 2018, the School Reform Commission declared the former Ada Lewis School, located at 6199 Ardleigh Street, Philadelphia, PA ("Property"),

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

unused and unnecessary and authorized The School District of Philadelphia ("School District") to enter into an Agreement of Sale to sell the Property to Green Star, LLC or its affiliate ("Buyer") for \$2,418,000. This Resolution authorizes the School District to enter into an amendment to the Agreement of Sale to add a zoning contingency to the Agreement of Sale so that the sale will be contingent on the Buyer obtaining a zoning variance for the property to change the zoning from a RSD-3 classification to a RMX-3 classification.

ABC Code/Funding Source \$2,418,000.00

A-11

Cafeteria Fund: \$80,000 Contract with The City of Philadelphia Department of Public Health – Cafeteria Food Safety Inspections 2018-2019

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 or memorandum of understanding with the City of Philadelphia Department of Public Health to fund a portion of the salary and benefit cost of an Environmental Health Services Sanitarian to perform food safety inspections in all student cafeteria locations, for an amount not to exceed \$80,000, for the period commencing July 1, 2018 through June 30, 2019.

Description: Purpose of resolution is to seek SRC approval to fund portion of an Environmental Health Services position from among existing City of Philadelphia Department of Public Health (DPH) staff to perform additional food safety inspections within student cafeteria locations managed by the Operations Division as required by Pennsylvania Department of Education (PDE) and U.S Department of Agriculture (USDA) regulations.

DPH personnel have historically completed one annual sanitary inspection in all school cafeterias at no cost as a professional courtesy to the District. Updated PDE and USDA regulations, however, require a minimum of two annual inspections and the District has historically contracted with DPH to obtain these secondary inspections as required.

ABC Code/Funding Source \$80,000.00
9001-030-9360-2390-3311 Cafeteria Fund

A-12

Cafeteria Fund: \$7,500,000 Acceptance and Processing of USDA Donated Commodities 2018-2019

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia through the Superintendent or his designee, to accept competitively bid processing agreements approved by the Pennsylvania Department of Agriculture Bureau of Food Distribution to convert and accept food commodities donated by the U.S. Department of Agriculture, for an amount not to exceed \$7,500,000 for the period commencing July 1, 2018 through June 30, 2019.

Description: The National School Lunch Program (NSLP) administered by USDA makes available at no cost to the District over fifty different food commodities for use in the District's various student meal programs.

USDA, through various agencies, regulates and competitively bids annual contracts with private firms to process donated commodities into finished products. The District subsequently utilizes these USDA processing arrangements in our school breakfast and lunch programs.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

While approved vendors and discounted pricing is established at the federal level, the Operations Division annually solicits additional discounts from among several USDA processors (Tyson and Jennie-O for poultry products for example) to take advantage of our substantial volume requirements to obtain supplemental discounts over and above those already negotiated at the federal level. We have historically been successful in using this supplemental invited bid process to further reduce our food costs with the amount of the additional discount dependent upon raw material prices, current demand, and available vendor production capacity.

In summary: a) the selection of individual processors and the national discounted commodity price is determined by USDA personnel via a competitive federal public bid process, and b) subsequent additional discounts are obtained by the District via a secondary invited bid process from among firms already selected by USDA to obtain more competitive prices directly in lieu of utilizing the discounted USDA price. This dual bid process ensures we obtain finished commodities at the lowest possible price. Other than internal staff time and resources there is no downside to our using a secondary invited bid process since the District retains the ability to purchase goods at the nation-wide discounted price previously established by the USDA at any time.

ABC Code/Funding Source

\$7,500,000.00

9001-029-9360-2495-6311 Cafeteria Fund

A-13

Capital Fund: \$30,000 Amendment of Contract with R. F. Design – Security Cameras

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment to a contract, originally entered into with R.F. Designs, for the installation of conduit and wiring for the installation of CCTV security equipment at the Mayfair School, pursuant to Resolution A-30, approved by the School Reform Commission on April 27, 2017, by increasing the amount of the contract by an additional \$30,000, from the original \$277,400 approved by Resolution A-30, to an amount not to exceed \$307,400, and by extending the term of the contract from its scheduled expiration date of March 31, 2018 to June 30, 2019.

Description: This amendment increases the authorization amount and extends the term date for the District's contract with R.F. Designs, to install conduit and wiring necessary for CCTV security equipment. The increased authorization amount and time will allow the Office of School Safety to complete unanticipated work at the Mayfair school addition. The building addition was not included in the original blueprints and was therefore not figured into the original contract amount. The increase in funds will also allow School Safety to address any needs that are identified between now and the contract's term date.

ABC Code/Funding Source

\$30,000.00

8D16-065-9GH0-2660-7000

A-14

Donation: \$88,175 Acceptance of Donation from The Philadelphia Energy Authority – Support of GreenFutures – Benjamin Franklin, A. Phillip Randolph, and Jules E. Mastbaum High Schools

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia (District), through The Fund for the School District of Philadelphia, to accept with appreciation the donation of \$88,175 from the Philadelphia Energy Authority (PEA), PECO, Siemens and the Department of Energy for the "Solar in Your Community Challenge", to support GreenFutures for a

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

solar and energy efficiency training program to the School District of Philadelphia students in Career and Technical Education (CTE) programs from Benjamin Franklin, A. Phillip Randolph and Jules E. Mastbaum High Schools in the spring of 2018.

Description: The Philadelphia Energy Authority (PEA) piloted a solar training program with The School District of Philadelphia in summer 2017 with 18 students. This program was funded with Education Improvement Tax Credit (EITC) donated to GreenFutures. Based on the success of this "Find Your Power" program, the PEA, with generous support from PECO and other corporate donors, will offer an expanded solar and energy efficiency training program to over 100 high school students in 2018 and 2019. PEA also added basic construction skills and job readiness training to the curriculum, to ensure that students leave the program ready to succeed in the workplace.

During the spring of 2018 the PEA, in collaboration with the Office of Environmental Management and Services (OEMS) as well as, the Office of CTE, will offer a solar and energy efficiency training program to District students in CTE programs from Ben Franklin, Randolph and Mastbaum High Schools. This program will provide training to 25 students from February to May 2018. The "Find Your Power" solar installation curriculum will be offered at two locations: the Energy Coordinating Agency (ECA) Knight Training Center and Benjamin Franklin High School's Renewable Energy Lab and will include 120 hours of instruction time- one group of students on-site at Benjamin Franklin and one group spending one full day per week at ECA.

Course offerings:

Module 1: Solar in the Classroom (60 hours)

Module 2: Solar in the City (15 hours)

Module 3: Solar in the Lab (30 hours)

Module 4: Job Readiness (15 hours)

Students will gain a working understanding of solar installation, energy conservation, work site safety, construction basics, and job readiness. This program will provide support to students who successfully complete the class to secure internships or full-time employment in the energy industry, and will provide mentors for students interested in pursuing a career in energy.

ABC Code/Funding Source

\$88,175.00

A-15

Capital Fund: \$2,055,700 Capital Awards I

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts separately with the lowest responsible bidders identified in the attachment for an aggregate amount not to exceed \$2,055,700, for the period commencing March 16, 2018 through completion of the projects.

Description:

Spec: B-001 C Electrical Contract - Fire Alarm System Replacement
of 2017/18 Joseph Pennell Elementary School - 1800 Nedro Avenue

* Jack Cohen & Co., Inc. - \$226,000.00

9217 James St.

Philadelphia, Pennsylvania 19114

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

This contract covers the labor, material, and equipment necessary for the replacement of the coded type fire alarm system. The work includes: new addressable fire alarm system including fire alarm control panel, pull stations, horns, strobes, horn/strobe units, smoke detectors, beam detectors, duct smoke detectors, heat detectors, remote annunciators, metal conduits for raceways, fire alarm wiring, power supply circuits to the fire alarm control panel and remote power booster panels, and new normal/emergency panel board for fire alarm system power. The Facilities Condition Index (FCI) at this location is 58.56%. The School Progress Report (SPR) at this location is 23.

The bids for this project were publicly advertised on 12/22/2017, 12/27/2017, and 12/29/2017 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 1/30/2018. After review of the bids and a de-scoping meeting it was determined that Jack Cohen & Co., Inc. was the lowest responsible bidder with a bid of \$226,000.00.

Spec: B-057 C General Contract- Roof Replacement
of 2016/17 William F. Harrity Elementary School - 5601 Christian Street
* Union Roofing - \$635,900.00
12260 Townsend Road
Philadelphia, Pennsylvania 19154

This contract covers the labor, material, and equipment for the remove and replacement of the roofing system. The work includes: a fiberglass reinforced modified bitumen asphalt coated sheet torch applied, new polyisocyanurate insulation and 1/4" gypsum roof cover board, a 2-ply SBS modified bitumen roofing system, replacement of flashings, fascias, copings, and roof drains and the restoration of the lightning system. The Facilities Condition Index (FCI) at this location is 37.040%. The School Progress Report (SPR) at this location is 0.

The bids for this project were publicly advertised on 12/29/2017, 1/3/2018, and 1/5/2018 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 1/30/2018. 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 \$635,900.00.

Spec: B-065 C General Contract - Roof Replacement
of 2016/17 Andrew Hamilton Elementary School - 5640 Spruce Street
* EDA Contractors, Inc. - \$1,095,000.00
600 Center Avenue
Bensalem, Pennsylvania 19020

This contract covers the labor, material and equipment necessary for the removal and replacement of the low sloped roofing. The work includes: a 2-ply modified roof system, roof drains, roof hatches, roof ladders, replacement of eight (8) skylights, removal and disposal of security screens, sealant removal and replacement and a 25 year warranty. The Facilities Condition Index (FCI) at this location is 63.08%. The School Progress Report (SPR) at this location is 29.

The bids for this project were publicly advertised on 12/12/2017, 12/17/2017, and 12/19/2017 in

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

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 1/23/2018. After review of the bids and a de-scoping meeting it was determined that EDA Contractors, Inc. was the lowest responsible bidder with a bid of \$1,095,000.00.

Spec: B-103 C Electrical Contract - Emergency Generator Replacement
of 2016/17 J. Hampton Moore Elementary School - 6900 Summerdale Avenue
* Carr & Duff, Inc. - \$98,800.00
2100 Byberry Road
Huntingdon Valley, Pennsylvania 19006

This contract covers the labor, material, and equipment necessary for the replacement of the emergency generator. The work includes: new concrete base, generator enclosure, panel board, automatic transfer switch, conduit and new electrical feeders. The Facilities Condition Index (FCI) at this location is 45.53%. The School Progress Report (SPR) at this location is 52.

The bids for this project were publicly advertised on 12/29/2017, 1/3/2018, and 1/5/2018 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 1/23/2018. 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 \$98,800.00. The lowest bidder, Kiss Electric, LLC, does not agree to become a signatory to the School District's Partnership Agreement with the Philadelphia Building Trades Council.

ABC Code/Funding Source	\$2,055,700.00
8D16-065-1290-4637-4541 Capital (\$590,000.00)	
8XXX-065-1290-4637-4541 Capital (\$505,000.00)	
8D16-065-1310-4637-4541 Capital (\$426,000.00)	
8XXX-065-1310-4637-4541 Capital (\$209,900.00)	
8D16-065-6340-4625-4561 Capital (\$151,500.00)	
8XXX-065-6340-4625-4561 Capital (\$74,500.00)	
8D16-065-8310-4627-4561 Capital (\$98,800.00)	

A-16 (Updated 3.13.18)

Capital Fund: \$2,051,762 Capital Awards II

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 at an aggregate cost of \$2,051,762.00.

Description:

Spec: B-007C Electrical Contract - HVAC Renovation
of 2017/18 Munoz-Marin, Hon. Luis Elementary School- 3300 N. 3rd Street
*Mulhern Electric Company - \$440,000.00
1828 Eckard Ave.
Abington, Pennsylvania 19001

This contract covers the labor, material, and equipment necessary to perform electrical construction to

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

support the HVAC renovations. The work includes demolition of existing power lines and accessories to accommodate mechanical demolition, new power connection to the new chiller, the new pumps, and new mechanical equipment. The Facilities Condition Index (FCI) at this location is 19.82%. The School Progress Report (SPR) at this location is 9.

The bids for this project were publicly advertised on 1/30/2018 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 2/22/2018. After review of the bids and a de-scoping meeting it was determined that Mulhern Electric Company, was the lowest responsible bidder with a bid of \$440,000.00.

Spec: B-006C Mechanical Contract - HVAC Renovation
of 2017/18 Munoz-Marin, Hon. Luis Elementary School- 3300 N. 3rd Street
*Edward J. Meloney, Inc. - \$2,169,000.00
22 Madison Ave.
Lansdowne, Pennsylvania 19050

This contract covers the labor, material, and equipment necessary to perform major mechanical upgrades at this location. The work includes: replacement of the chiller, new variable prime chilled water system including pumps, piping, accessories and controls, replacement of eleven (11) air handling units, replacement of fourteen (14) circulating pumps, replacement of ductwork, new unit ventilators and fan coil units. The Facilities Condition Index (FCI) at this location is 19.82%. The School Progress Report (SPR) at this location is 9.

The bids for this project were publicly advertised on 1/30/2018 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 2/22/2018. After review of the bids and a de-scoping meeting it was determined that Edward J. Meloney, Inc. was the lowest responsible bidder with a bid of \$2,169,000.00.

Spec: B-005C General Contract - HVAC Renovation
of 2016/17 Munoz-Marin, Hon. Luis Elementary School- 3300 N. 3rd Street
*TE Construction Services. - \$132,000.00
1520-B Campus Dr.
Warminster, Pennsylvania 18974

This contract covers the labor, material, and equipment necessary to perform general construction work to support the HVAC upgrades. The work includes: installation of new CMU non-loadbearing partition and door/frame/hardware, concrete equipment pads, and removal and replacement of acoustical ceiling tiles and grid as required to support mechanical work. The Facilities Condition Index (FCI) at this location is 19.82%. The School Progress Report (SPR) at this location is 9.

The bids for this project were publicly advertised on 1/30/2018 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 2/22/2018. After review of the bids and a de-scoping meeting it was determined that TE Construction Services was the lowest responsible bidder with a bid of \$132,000.00.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

ABC Code/Funding Source	\$2,051,762.00
8D16-065-5680-4623-4561 Capital (\$440,000.00)	
8D16-065-5680-4623-4591 Capital (\$2,169,000.00)	
8D16-065-5680-4623-4541 Capital (\$132,000.00)	

A-17**Various Funds: \$322,844 Authorization of Net Cost Change Orders**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia through the Superintendent or his designee, to execute, deliver and perform amendments of the attached contracts for an aggregate amount not to exceed \$322,844.

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	\$322,844.00
-------------------------	--------------

A-18**Categorical/Grant Fund: \$1,200,000 from Drexel University – Promise of Strong Partnership for Education Reform (ProSPER)**

RESOLVED, that the School Reform Commission hereby accepts with appreciation by The School District of Philadelphia, through the Superintendent or his designee, a grant from Drexel University for an amount not to exceed \$1,200,000 to provide support for services, professional development and professional staff at Samuel Powel Elementary School, Science Leadership Academy Middle School, Alain Locke Elementary School, Martha Washington Elementary School, Morton McMichael Elementary School and West Philadelphia High School for the implementation and evaluation of "Promise of Strong Partnership for Education Reform (ProSPER)", a United States Department of Education Promise Neighborhood grant, for the period commencing April 1, 2018 through December 31, 2021.

Description: ProSPER lays out an inclusive, focused cradle-to-college-and career approach to improving educational and health outcomes for persons and families residing or attending school in the federally designated Promise Neighborhood, a continuous two-square mile area in West Philadelphia. The District run schools are: Samuel Powel Elementary School, Science Leadership Academy Middle School, Alain Locke Elementary School, Martha Washington Elementary School, Morton McMichael Elementary School and West Philadelphia High School. ProSPER is a broad outline for a plan that will be developed in partnership with the local community, nonprofits and the District. Key impact areas include: Early Learning, K-12 Reform, College and Career Readiness, and Family and Community Supports.

Each school will receive \$50,000 per each year of the grant, which will target supports against the United States Department of Education Government Performance and Results Indicators for the Promise Neighborhood grant. The District will ensure that the supports identified align to the District's Anchor Goals, Schools' Action Plan and Schools' goals.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

The schools will use the allocations as follows: Samuel Powel Elementary School: literacy and mathematics professional development and climate support; Science Leadership Academy-Middle School: career exploration mini courses for students focused on science, technology, engineering and mathematics; Alain Locke Elementary School: a climate support position; Martha Washington Elementary School: literacy support; Morton McMichael Elementary School: professional development in the areas of literacy and mathematics and job embedded coaching support; and West Philadelphia High School: extended curriculum for students focused on science, technology, engineering and mathematics.

ABC Code/Funding Source

\$1,200,000.00

A-19

Operating Budget: \$92,725,926 Contracts with 215-Get-a-Cab, ALC, City Cab, CPC (Germantown), Montco Transportation, and Philly Trans - To/From School Vehicle and Taxicab Service

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 215-Get-a-Cab, ALC, City Cab, CPC (Germantown), Montco Transportation, and Philly Trans for the transportation of students to and from school, for an aggregate amount not to exceed \$92,725,926, for the period commencing July 1, 2018 through June 30, 2023.

Description: The District currently services approximately 373 routes with taxicab services. School vehicle and taxicab transportation is provided to and from school, including summer school, for eligible public, non-public and charter school students. Taxicab transportation is provided for special needs students when mandated by an Individual Education Plan (IEP) and school vehicle is provided for students whose domicile or school does not allow them to be serviced by a regular school bus route or would be more economical.

This proposed award represents completion of the public solicitation under RFP-570 issued on November 22, 2017, with a submission date of January 2, 2018, for transportation to and from school and bus attendants for any associate routes. This solicitation was sent to thirty-four (34) vendors. Twenty (20) companies downloaded the solicitation. Nine (9) vendors submitted responses to this solicitation. The District shortlisted seven (7) vendors based on their experience and expertise and met with them to discuss rate structure, fleet capacity and implementation timelines. For vendors with current active operations, evaluation committee members completed site visits to observe daily operations. Performance, GPS Compliance, service capacity and rates from the proposals were used as evaluation criteria. Based on their ability to meet these criteria, the District selected 215-Get-a-Cab, ALC, City Cab, CPC (Germantown), Montco Transportation, and Philly Trans.

Contracts with each vendor will be structured as a five-year term from July 1, 2018 to June 30, 2023.

ABC Code/Funding Source

\$92,725,926.00

1100-027-9590-VARI-5133 FY-19 (\$11,139,272.00)
 1901-005-9580-2734-4131 FY-19 (\$6,326,080.00)
 1100-027-9590-VARI-5133 FY-20 (\$11,473,450.00)
 1901-005-9580-2734-4131 FY-20 (\$6,515,862.00)
 1100-027-9590-VARI-5133 FY-21 (\$11,817,654.00)
 1901-005-9580-2734-4131 FY-21 (\$6,711,338.00)

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

1100-027-9590-VARI-5133 FY-22 (\$12,172,183.00)
1901-005-9580-2734-4131 FY-22 (\$6,912,678.00)
1100-027-9590-VARI-5133 FY-23 (\$12,537,349.00)
1901-005-9580-2734-4131 FY-23 (\$7,120,060.00)

Executive

A-20

Donation: Acceptance of Donations of School-Based Programs and Services – School Partner Agreement Process

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 school-based programs and services in support of Action Plan v3.0 from various organizations, at no cost to the School District, for the period commencing July 1, 2018 through June 30, 2019; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform School Partner Agreements with the various organizations to provide programs and services in schools at no cost to the School District, for the period commencing July 1, 2018 through June 30, 2019.

Description: We intend to institute a new written agreement (School Partnership Agreement) that will standardize and streamline the over 1000 separate and distinct school-based partnerships providing programs and services at no cost to schools or the District. This School Partnership Agreement includes a set format for the scope of work that will collect needed information about the program or service including type of program, number of schools and students served, program frequency and intensity, and intended impact, especially as related to District anchor goals. The Agreement will also collect required information such as liability insurance certificates and clearances as well as clarify all pertinent terms and conditions.

Four years ago, the District established the Office of Strategic Partnerships to improve the way the District and schools engage with the many external organizations that offer programming and services at no cost to the District or schools.

During the 2015-2016 and 2017-2018 school year, the Offices of Strategic Partnerships (OSP) and Research and Evaluation (ORE) conducted a survey (School Census) with each school principal to learn about school-based external supports and programs, including partners and fee-for-service programs. From the School Census, the District learned of over 1600 distinct programs based in schools.

Beginning in the 2016-2017 school year, and since, the Office of Strategic Partnerships (OSP) began sharing the findings and discussing the implications for the District and its various offices moving forward. As OSP continues to build out its portfolio and expand upon its work, a major focus has been on establishing a more standardized and efficient onboarding process for school-based external partner organizations.

OSP collaborated with the Office of General Counsel to draft a streamlined legal agreement that both standardizes the information contained in the scope of work for donated services and creates a platform to collect necessary compliance documentation required by the District. This will increase the number of organizations with which the District has executed legal agreements and create a centralized process

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

for collecting accurate data regarding the location and nature of school based partnerships. This work also dovetails with cross-departmental efforts initiated by OSP to create an efficient process for collecting necessary documentation like clearances for partner program staff and certificates of general liability insurance. Finally, this agreement process will give the District the opportunity to collect existing third-party evaluation data for partner programs that have such evaluations. Collecting this information through a centralized process will enable the District to expand its understanding of the role of partners in helping to address District goals and priorities.

ABC Code/Funding Source

N/A

A-21

Categorical/Grant Fund: \$70,000 Acceptance of Grant from the United Way of Greater Philadelphia and Southern New Jersey

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation, a grant from the United Way of Greater Philadelphia and Southern New Jersey, for an amount of up to \$70,000 to pay the partial salary and benefits for a full-time Partnerships Manager position within the Office of Strategic Partnerships, for the period commencing July 1, 2018 through June 30, 2019.

Description: The School District of Philadelphia has traditionally worked with various external organizations leveraging and organizing volunteer projects to benefit our schools. The purpose of this funding is to continue the work of establishing a service delivery process that will increase the alignment between the expressed needs of schools with the designing of corporate volunteer program and projects.

This funding will result in the increased matching of external organizations corporate and volunteer resources to the actual and current needs of schools. This grant will allow the District to continue to build the capacity to successfully manage small to large scale volunteer projects that benefit schools as evenly and equitably as possible.

The Volunteer and Partnerships Manager reports directly to the Executive Director of the Office of Strategic Partnerships at the School District. The Coordinator and the Office of Strategic Partnerships will work with United Way to leverage the United Way's volunteer management insights and infrastructure to increase the number of volunteers and corporate resources working with our students and our schools.

Additionally, the Partnerships Manager will continue to support the ongoing work of the Office of Strategic Partnerships by helping to better align volunteer projects and partnerships with the anchor goals outlined in Action Plan 3.0, serving as a key point of contact and access for external organizations and individuals offering in-kind gifts, grants, donations, services, and programs to the School District of Philadelphia.

Working with the Office of Strategic Partnerships team the Partnerships Manager will in coordination with relevant Offices such as Facilities, Curriculum and Instruction and Family and Community Engagement, identify schools to receive these external resources in an equitable manor, and assist the District with the tactical deployment of volunteer and partner resources to areas of greatest need.

The following tasks will be included in the day-to-day function of the role: identify volunteer and

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

partnerships coordination personnel and/or appropriate points of contact within all District schools, connect with existing and emerging organizations and initiatives to source professional volunteers and identify potential District partners; and matching volunteers and partners to schools based on shared mission and mutual goals and benefits; clarify appropriate policies/procedures and ensuring 100% compliance among volunteer and partner organizations.

ABC Code/Funding Source

\$70,000.00

A-22

Amendment of Memorandum of Understanding with City of Philadelphia – PHMC-Out of School Time, Summer and School Year Programming; Acceptance of Donation from and Contract with PHMC

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 Memorandum of Understanding (Contract No. 312A/F14), originally entered into with The City of Philadelphia, pursuant to Resolution No. B-9, approved by the School Reform Commission on August 22, 2013, and amended by Resolution No. A-51, approved by the School Reform Commission on June 19, 2014, by extending the term of the Memorandum of Understanding from its amended expiration date of June 30, 2018 through June 30, 2019; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to deliver and perform a Letter of Agreement for Services with Public Health Management Corporation of an amount not to exceed \$50,000, to pay the partial salary and benefits of a Partnerships Manager and to offer managerial and project management services, and to execute, deliver and perform a contract with Public Health Management Corporation to effect the intent of this resolution, for an amount not to exceed \$50,000, for the period commencing July 1, 2018 through June 30, 2019.

Description:

Summer, 2018

Through its subcontract with PHMC, the City of Philadelphia will direct its school-based providers of out of school time programming to offer expanded learning opportunities from June 25, 2018 - August 17, 2018, from 8:30 AM - 5:30 PM for a select number of students. These activities will include but not be limited to, academic support in literacy, mathematics and science, cultural, artistic and physical activities such as sports, chess, dance, music, art, drama for up to 4800 students in up to 60 schools including but not limited to: Ethel Allen, Anderson, Bethune, Blankenburg, Bryant, Carnell, Catherine, Cayuga, Childs, Comegys, Jay Cooke, Cramp, deBurgos, Dick, Duckrey, Farrell, Fell, Feltonville Intermediate, Feltonville Arts and Sciences, Finletter, Forrest, Gideon, Girard, Hamilton, Harding, Hartranft, Heston, Hunter, Lea, Loesche, Logan, John Marshall, Thurgood Marshall, Mayfair, McKinley, Moffet, Morris, Morrison, Morton, Olney Elementary, Overbrook Elementary, Patterson, T. M. Peirce, E Washington Rhodes, Sharswood, Sheridan, Solis-Cohen, South Philadelphia High School, Southwark, Steel, Sullivan, Taggart, Vare-Washington, Wagner, Martha Washington, and Welsh.

Moreover, the City, again through its subcontract with PHMC, is assisting with students obtaining work readiness and summer work experiences through Philadelphia Youth Network's WorkReady initiative by underwriting over 1200 work sites for high school youth enrolled in Out of School Time programming. This includes students in up to 14 high schools including but not limited to Academy at Palumbo,

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

Dobbins, Edison, Furness, Kensington Lincoln, Kensington CAPA, Lincoln, Overbrook, Penn Treaty, Roxborough, South Philadelphia, The LINC, George Washington High School and West Philadelphia.

School Year, 2018-2019

The City of Philadelphia, through its Department of Human Services Improving Outcomes for Youth agenda, seeks to provide varied programming and activities, which will result in an increase in the acquisition of life skills, improved academic success and readiness for college and/or career for Philadelphia youth.

Through its subcontract with Public Health Management Corporation (PHMC), the City of Philadelphia will direct its providers of out-of-school time (OST) programming for students in Elementary, Middle and High School grade levels to provide continued academic support including enriching and resiliency building activities, during non-school or after school hours in the 2018-2019 school year. These programs will include age-appropriate and engaging project-based learning with structured activities including life skills, arts, culture, health, resiliency building as well as learning that fosters personal responsibility. Program activities will also include age appropriate career awareness and exploration activities. In addition, programs will include homework help designed to support basic academic skills especially in reading and mathematics. Programs will intentionally encourage regular school attendance and offer physical, recreational and cultural enrichment activities Monday - Friday from dismissal until 6:00 PM from September, 2018 through June, 2019 in up to 100 schools including but not limited to Academy at Palumbo, Ethel Allen, Anderson, Barton, Bethune, Blankenburg, Brown, H. A. Bryant, Carnell, Catherine, Cayuga Childs, Comegys, Cramp, deBurgos, Dick, Dobbins, Duckrey, Edison, Farrell, Fell, Feltonville Intermediate, Feltonville Arts and Science, Finletter, Forrest, Furness, Gideon, Girard, Hamilton, Harding, Hartranft, Heston, Hopkinson, Hunter, Kensington High School, Kensington CAPA, Lea, Lincoln, Loesche, Logan, Lowell, Thurgood Marshall, Mayfair, McKinley, Meehan, Moffet, Morris, Morrison, Morton, Olney Elementary, Overbrook Elementary, Overbrook High School, Patterson, T. M. Peirce, Penn Treaty, E. Washington Rhodes, Roxborough, Sayre, Sharswood, Sheridan, Solis-Cohen, South Philadelphia, Southwark, Steel, Sullivan, Taggart, The LINC, Vare-Washington Wagner, George Washington High School, Martha Washington Welsh, and West Philadelphia.

In order to achieve effective partnerships, provider site coordinators will work collaboratively with principals and school leadership, with assistance and mentoring from PHMC staff and the Office of Strategic Partnerships to promote effective and engaging partnerships at the school level which support ongoing learning for students during the afterschool hours.

The City of Philadelphia is continuing to develop a shared and coordinated Out-of-School Time (OST) Initiative involving City departments, schools, providers, philanthropy and the wider community. This effort is focused on ensuring that before school, afterschool, weekend and summer programming is of high quality and effectively addresses at-risk children's most pressing needs, including early literacy, asthma, obesity and food insecurity. To align with the District's Action Plan 3.0 and the Read by 4th Campaign, the OST Initiative is focused on better understanding how OST can help to increase the number of children who read on grade level by fourth grade. To that end, the City in collaboration with the District and community partners applied to and received a grant from the William Penn Foundation to pilot an early literacy intervention during OST hours in up to three existing school-based sites for select students in grades K - 4. Principals of the school-based OST sites were involved in the planning and selection of the students who are most likely to be helped by the program. The intervention is based on SMART, a national, evidence-based model that engages trained volunteer tutors to work, one-on-one with

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

students. The model is a twice weekly, 45-minute pull-out intervention that runs for 28 weeks and is considered a one-year intervention. The City intends to pilot and evaluate this program over two years.

Through the grant each school site will have a Reading Partner Coordinator tasked to work with the school to identify students for this intervention and to manage the student/volunteer schedule. During this first year, each site will need to identify 60 students to participate in the program.

The Office of Strategic Partnerships will serve as the lead office and work closely with the City's Department of Human Services and the City's Office of the Managing Director to ensure coordination and alignment of all programming in each school. PHMC will continue to exercise the option to provide funds, if available, to support a School District staff person, pursuant to Resolution B-37, approved by the School Reform Commission on June 16, 2010.

Eighty-eight percent of programs are located in schools that have School Progress Report (SPR) performance tier designations of either Intervene or Watch. In the event that any new program seeks to partner with District schools or an existing program seeks to relocate to another District school, the Office of Strategic Partnerships will, where possible, match these programs with schools that have an SPR designation of either Intervene or Watch or other relevant indicators of need. Placement of programs are always made in collaboration with principals.

This year, the Department of Human Services in collaboration with the District's Office of Strategic Partnerships will be providing training and professional development for site coordinators of school-based out of school time programs using the materials prepared by Abt Associates and funded by the William Penn Foundation. These sessions will contribute further to the District's goal to build effective school-based partnerships by equipping partner staff with the tools needed to support student success.

ABC Code/Funding Source

\$50,000.00

Finance

A-23

Categorical/Grant Fund/Operating Budget: \$555,000 Contracts with QBS, Inc., Dale Carnegie Training, and KJR Consulting – Training for Central Office and Select Field Staff

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 QBS, Incorporated, Dale Carnegie Training, and KJR Consulting, for management and operational training services for central office program and select field staff, for an aggregate amount not to exceed \$555,000 for the period commencing March 19, 2018 through June 30, 2019.

Description: This resolution seeks authorization to provide training opportunities for two categories of SDP personnel in order to improve outcomes and service: management and customer service training for central office staff generally, and specifically for the District's Transportation Department.

Central Office Staff

The most successful grant programs have personnel who know how to effectively manage resources. Well-managed programs are much more likely to deliver the intended result of improving outcomes and student achievement. While the District has many training opportunities for instructional staff, there is not currently training available to program managers specific to developing and improving the key skills and attributes that make managers effective. Such training will cover numerous topics, including effective

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

communication strategies, giving positive and negative feedback, coaching and developing staff, delegating tasks, time management, and running effective meetings, among others. In addition, staff that interact directly with the public will perform better if provided training on customer service focused skills.

Transportation Department

The Transportation Department seeks to build a comprehensive Professional Development training plan over a multi-year period that will support central office staff needs as described above. In addition, the Transportation Department seeks to address the unique training needs of Bus Drivers and Bus Attendants in order to improve performance and interactions with students and parents.

Contractors were selected using a competitive Request For Quote process (RFQ 181) to determine those most responsive to the needs of the District. Of seven contractors that responded, the three listed in this Resolution were the top scoring, each having extensive professional development experience and capacity, with each bringing unique skills and approach to serve various organizational need. The District seeks to enter into contracts with all three contractors. A survey of central office training need is currently ongoing, including the Transportation Department. Those needs will factor into detailed training offerings to staff. The nature and scope of the training will be developed with the contractor best able to meet the training requirements. Therefore, it is not known at this time the specific amount that will be expended on each vendor. However, the maximum amount to be expended from Grants is \$180,000 and the maximum from Operating funds is \$375,000. It is expected that contracts will be issued, and amended over time, as training plans are created and executed. The total expenditures will not exceed the total amount of the Resolution.

The District also seeks the ability to do two, one-year contract extensions with the selected contractors in order to develop a sustained training program for maximum impact. Authority for contract term extensions, and potentially additional dollar requests, will be made to the Governing Body as appropriate.

ABC Code/Funding Source	\$555,000.00
1100-027-9590-2713-3311 Operating	
9CPX-G53-9570-251G-3311 Grants	

A-24 (Updated 2.28.18)

Operating Budget: \$49,400,000 Contracts with Various Vendors – Enterprise Resource Planning Solution

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 or contracts separately with one or more of:

CherryRoad Technologies Inc.;
 Oracle;
 ADP, LLC;
 Wonderware Inc. (dba CORE Business Technologies);
 Emphasis Software; Information & Computing Services, Inc.; Kronos; and TransAmerica Training Management, Inc.;

for one or more components of an enterprise resource planning solution, including related implementation services and related managed technology services for human capital management, general ledger,

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

accounts payable and other related services, for an aggregate amount not to exceed \$49,400,000.00, subject to available funding, for the period commencing April 1, 2018 through March 31, 2021, with one or more options to extend the term or terms of the contract(s) for one or more additional terms totaling up to seven years, through June 30, 2028; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform such further and additional instruments, documents, certificates, agreements, and memoranda of understanding, and to carry out such further acts, in consultation with, and with the approval of, the Office of General Counsel, as necessary and appropriate to carry out the foregoing resolution, and subject to available funding.

Description: The School District's current Enterprise Resource Planning (ERP) application is CGI-AMS Advantage Financial and Human Resource (Version 2.0), which the School District originally installed nearly twenty years ago, in 1999.

The current application is outdated in numerous ways. None-the-less it has served as the basic system for important District functions like human resources, accounting and payroll. The School District has adapted to the current application's lack of features and functions by developing its own internal processes, consisting of manual processes, implementing spreadsheet reporting systems, and purchasing commercial off-the-shelf applications, as appropriate. The current system lacks comprehensive reporting, and the current manual processes and work-arounds represent major impediments to efficient, cost-effective and timely completion of numerous finance, accounting, HR, payroll and related job functions.

The process to identify and purchase a new enterprise system began in March 2017. The District began by mapping all of its business processes and developing a robust RFP document.

Through an RFP process, Government Finance Officers Association (GFOA) was selected to facilitate the SDP efforts. Effort included Subject Matter Experts (SMEs) from multiple district offices - procurement, HR, finance, IT and others.

The District released an RFP for a new system in October 2017.

Seven Respondents; Six were brought in for two-hour interviews attended by over 50 SDP staff; these were narrowed to three finalists.

Each Finalist came in for week long demonstrations including in depth labs (attended by over 80 SDP central office and school-based staff).

ABC Code/Funding Source	\$49,400,000.00
8XXX-065-9350-2824-3412 Capital (\$15,800,000.00_	
8D16-065-9350-2824-3412 Capital (\$5,000,000.00)	
XXXX-XXX-XXXX-XXXX-XXXX Operating (\$28,600,000.00)	

A-25 (Withdrawn 2.28.18)

Information Technology**A-26****Various Funds: \$15,000,000 Contract with Apple, Inc. and Dell Marketing LP – Computers and Computing Equipment**

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 Apple Inc. and Dell Marketing LP, for the purposes of establishing a source for computers and technology equipment, for an amount not to exceed \$15,000,000, subject to available funding, for the period commencing July 1, 2018 through June 30, 2019.

Description: This award will authorize contracts with Apple Inc. (Apple) and Dell Marketing LP (Dell), in order to establish sources for personal computing equipment that meets the instructional and classroom needs of the District. This contract will permit schools and administrative offices to purchase, desktop, laptop, tablet, and mobile computing equipment as needed, including hardware, software, accessories, and related services, in support of various school-based technology initiatives and program needs.

School based, Title I and Capital funds, as well as grants, private donations, and other categorical sources of funding will be used to purchase technology and computing equipment for schools. The projected expenditures for this award were derived from the actual spend over the span of the previous 12 months of the expiring contract.

ABC Code/Funding Source
Various

\$15,000,000.00

Evaluation, Research and Accountability**A-27****Categorical/Grant Fund: \$80,000 Acceptance of Grant from the William Penn Foundation – Support of Philadelphia Public Engagement with Education Data; \$70,000 Contracts with InProcess Consulting and Mighty Engine**

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to accept with gratitude a donation from the William Penn Foundation, for an amount not to exceed \$80,000 for the period commencing March 16, 2018, through October 15, 2018, to cover the costs of developing, enhancing and supporting the use of public-facing interactive dashboard displays of Philadelphia education data, to be performed by InProcess Consulting (IPC) and Mighty Engine, as well as associated implementation and evaluation support from the Office of Research and Evaluation, and be it

FURTHER RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to enter in to a contract with InProcess Consulting (IPC) to provide website and app development, and associated project management services, valued at \$40,000, for a period commencing March 16, 2018, through October 15, 2018, and be it

FURTHER RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to enter in to a contract with Mighty Engine to provide market research and associated project management services, valued at \$30,000, for a period commencing March 16, 2018, through October 15, 2018.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

Description: Supporting Philadelphia Public Engagement with Education Data (SPPEED) project is an opportunity to extend and integrate recent work around data visualization and public engagement. This project builds on the work of two other projects: 1) a William Penn Foundation-funded planning grant to engage stakeholders and develop a plan for city-wide public-facing dashboards of key indicators (led by The Notebook/Research for Action); and 2) a District-led, ongoing project to develop internal-facing and public-facing interactive data dashboards and School Profiles.

The public-facing dashboards that result from the SPPEED project will:

1. Provide an overall city (SDP & Charter) perspective
2. Present information clearly, in ways that are easy to understand and intuitive to navigate
3. Include a small number of intentionally selected indicators for novice users on a snapshot page and advanced information for sophisticated users
4. Group indicators by important themes (attendance, early literacy, high school graduation, and college matriculation)
5. Be transparent about how an indicator was created and how levels or cut-offs were selected

Specific IPC services will include data and app development on key indicators via Qlik, the IPC data dashboard platform. Mighty Engine Services will include market research with a variety of user groups, and providing recommendations on how to improve and enhance school profile pages.

ABC Code/Funding Source

\$80,000.00

A-28 (Updated 3.9.18)

Operating Budget: \$1,257,000 Contract with Certica Solutions – Certify Data Quality Software Application

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 Certica Solutions to purchase Certify Data Quality Software and services to detect, track and report data problems and patterns of non-compliance across School District administrative databases, for an amount not to exceed \$645,000.00, for the period commencing March 19, 2018 through March 18, 2020; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform at the Superintendent's discretion up to two options to extend the term of the foregoing contract, each option, if exercised, for an amount not to exceed \$306,000.00, and each for a one year period; the first, if exercised, through March 18, 2021, and the second, if exercised, through March 18, 2022.

Description: High quality data collection, management and validation across multiple databases are integral to the work of the school district. By purchasing the web-based data quality application, the District will have the ability to continually validate multiple databases for business rule integrity, data quality requirements and potential compliance issues. Centrally automated and designed to validate hundreds of millions of records each day, the application will give the District the ability to detect data problems quickly and take immediate action in resolving or correcting errors.

Certify will be deployed over multiple phases, beginning within the Spring of 2018. The full build-out will extend across four years. The phases are as follows:

Planning/development: Develop rules and test rules related to student demographics and academic

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

records.

Deployment: Launch full selection of rules related to student demographics and academic information across all schools and train staff on monitoring and interpreting reports and addressing data issues.

Conduct data validation for Talent data and Finance data in support of implementation of the new ERP.

Expansion: Run data validation for Operations data and train staff on monitoring and interpreting reports and addressing data issues. Update and revise previously established rules and expand rules applied to student, staff and financial data.

ABC Code/Funding Source	\$1,257,000.00
1100-051-9340-2369-3311 FY18 (March 2018-June 2018) (\$111,000.00)	
1100-051-9340-2369-3311 FY19 (July 2018-June 2019) (\$330,000.00)	
1100-051-9340-2369-3311 FY20 (July 2019-June 2020) (\$306,000.00)	
1100-051-9340-2369-3311 FY21 (July 2020 - June 2021) (\$306,000.00)	
1100-051-9340-2369-3311 FY22 (July 2021 to March 2022) (\$204,000.00)	

Talent

A-29 (Added 3.8.18)

Categorical/Grant Fund/Operating Budget: \$1,333,000 Contract with The New Teacher Project, Inc. (TNTP) – New Principal Coaching and Related Services (Added 3.8.18)

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 New Teacher Project, Inc. (TNTP) to provide coaching and related services to first- and second-year principals as part of the New Principal Academy, for an amount not to exceed \$1,333,000, for the period commencing July 1, 2018 through June 30, 2019.

Description: The School District of Philadelphia, through the Office of Leadership Development & Evaluation is charged with identifying the competencies (knowledge, skills and mindsets) a great leader possesses, evaluating leaders against these core competencies and providing leaders with targeted development aligned to the competencies to ensure that every child attends a great school. As part of this work, we lead a New Principals' Academy to develop and support our first and second year principals. The School District of Philadelphia is seeking job-embedded coaching and professional development (PD) facilitation support for first and second year principals participating in the New Principals' Academy. The coaching and PD facilitation support will improve principals' effectiveness as instructional leaders and building managers as measured by improvements in student learning, as well as improvements in principals' performance on the Pennsylvania Department of Education (PDE) Framework for Leadership. First year principals receive at least six hours per month of individualized coaching services. Second year principals receive at least three hours per month of one-to-one coaching.

The current budget for New Principals' Academy Coaching for the 17-18 SY is \$1.1 million, which includes 4 Leadership Coaches that provide job embedded coaching for first and second year principals. This current partnership concludes on June 20, 2018. The budget for next year's contract is \$1-1.5 million, which includes provisions for potential increases in the number of new principals, costs of living adjustments and inflation. Coaching will run from July 1, 2018 - June 30, 2019.

ABC Code/Funding Source	\$1,333,000.00
-------------------------	----------------

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

1100-069-9750-2298-3291 Operating FY-19 (\$666,500.00)
 334X-G07-9750-2272-3291 Title II FY-19 (\$666,500.00)

General Counsel

A-30 (Added 3.13.18)

Operating Budget: Outside Counsel – Increase of Per Cap on Fees and Costs

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the General Counsel, to engage outside counsel and to pay legal fees and costs, initially authorized pursuant to Resolution A-71 approved by the School Reform Commission on June 15, 2017, by increasing the cap for putative class actions by an additional \$500,000 to an amount not to exceed \$1,000,000 per matter per year for each of the 2018 and 2019 fiscal years, at no additional overall cost to the School District for each year; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the General Counsel, to engage outside counsel and to pay legal fees and costs, pursuant to Resolution A-71, for an amount not to exceed \$500,000 per matter per year for general matters, and for an amount not to exceed \$750,000 per matter per year for labor, audits and investigations, for each of the 2018 and 2019 fiscal years, at no additional overall cost to the School District for each year.

Description: Outside counsel fees and costs for certain federal putative class action litigation against the School District are anticipated to be in excess of \$500,000 each year for FY 18 and FY 19. The federal civil action involves many witnesses, review of millions of pages of documents and electronically stored information, experts, extensive pretrial discovery and motion practice and multiple opposing counsel from private practice and public advocacy law firms. The increase of the per-cap matter for putative class action litigation does not increase the total operating budget for outside counsel fees and costs for each year. The Further Resolved paragraph is to clarify that the per matter cap set forth in Resolution A-71 applies to each matter each year and not for the two-year period of the authorization.

ABC Code/Funding Source

N/A

III. EDUCATION SERVICES

Academic – Donations/Acceptances

B-1

Donation: \$1,600,000 Acceptance of Donation of Pre-K Nutrition Education Services from Albert Einstein Healthcare Network; 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 Pre-K Nutrition Education services, valued at approximately \$1,600,000, from Albert Einstein Healthcare Network, at no cost to the School District, and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, contingent upon receipt of this donation, to execute, deliver and perform a Memorandum of Understanding with Albert Einstein Healthcare Network to provide the Pre-K Nutrition Education services to School District students, for the period commencing October 1, 2018 through September 30, 2020.

Description: Nutrition education is a vital component of the USDA's Supplemental Nutrition

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

Assistance Program (SNAP). In Pennsylvania, the PA Department of Human Services (DHS) administers SNAP. The Pennsylvania State University (PSU) is contracted by DHS to manage and implement the approved SNAP-Ed Plan, which is known as Pennsylvania Nutrition Education Tracks (PA TRACKS). Albert Einstein Medical Center of Philadelphia collaborates with PA TRACKS to provide nutrition education to SNAP-eligible families within The School District of Philadelphia. These nutrition education efforts focus on the pre-k Head Start and Bright Futures programs staffed and managed by the District's Office of Early Childhood Education.

The focus of the USDA's SNAP-Ed program is to provide direct instructional services, and also to work with educational, community, religious, social service, and governmental agencies as well as retail stores to help foster policies, systems, and environments that can better support healthy nutrition choices for SNAP-Ed recipients. To meet the goals of the USDA, Einstein's PA TRACKS program includes, but is not necessarily limited to, the following operational elements:

- On a weekly basis, children enrolled in District pre-k programming learn about a fruit or vegetable and have the opportunity to taste that food. These Families Understanding Nutrition (FUN) sessions include lessons revolving around healthy foods and hand washing. A multi-sensory approach is used, including hands-on activities, songs, and pictures. Teachers are provided with materials to use for follow-up and to reinforce the lessons, including games, puzzles, books, crafts, and handouts. The songs are integrated into the children's musical repertoire and are a constant and fun reminder of healthy eating habits. Parents receive a short summary of the lessons that have been given to the children along with simple suggestions on how to integrate healthy eating into their families' daily lives.
- Provide materials to help create an environment that promotes physical activity.
- Participate in Get Healthy Philly, and attend meetings of the Early Childhood Advisory, Health Service Advisory, and Child Development Advisory committees.
- Work with the District's Office of Early Childhood Education to assess nutrition programming in the schools and take steps to enhance areas designated as needing improvement.
- Provide training and support to teachers, field representatives, and social workers so that they can help students and their parents make healthy nutritional choices.
- Offer parent nutrition workshops to all prekindergarten sites in partnership with The School District of Philadelphia.

ABC Code/Funding Source

\$1,600,000.00

Academic – Contracts/Payments

B-2

Categorical/Grant Fund: \$178,000 Contract with WestEd – Professional Development for EL Instruction

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 WestEd to provide professional development services for School District staff including but not limited to 20 administrators, 110 teachers in grades 6 - 12, and 20 Office of Multilingual Curriculum and Programs (OMCP) and Teaching and Learning staff to enhance the instruction for English Learners (ELs), for an amount not to exceed \$178,000.00 for the period commencing June 1, 2018 - May 31, 2019.

Description: WestEd is a 50-year-old non-profit, non-partisan research, development and service agency working with education communities to improve education and other outcomes for students. The WestEd English Language Learner program, Quality Teaching for English Learners (QTEL), is a researched

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

based, comprehensive professional development instructional model that has proven effective in addressing the academic needs of urban, English Learners (ELs) throughout the United States. QTEL supports ELs and their teachers to engage and accelerate students' academic literacy and content knowledge by combining three components: (1) a summer institute, (2) continuous coaching and professional development, and (3) collaborative lesson design and school-wide, disciplinary instructional implementation. In a June 2012 QTEL Impact Study based on two large, urban school districts, there was growth in teacher's knowledge and awareness about quality teaching for ELs, change in teacher practice and collaboration, improvement in student engagement, motivation and classroom interactions, and a decrease in the achievement gap between ELs and other students in the content areas. In addition, all students, not just ELs, benefitted from the focus on high expectations with high supports, academic rigor, and scaffolding pedagogical supports to boost student achievement.

WestEd will provide intensive professional development to SDP that includes but is not limited to 90 - 110 teachers, 20 administrators, and 20 District staff on the Quality Teaching for English Learners (QTEL) model. Principle's underlying QTEL's pedagogy include students learn best in a social context; lessons are planned to engage students in structured social interactions about the academic concepts they are learning. Teachers learn how to incorporate targeted scaffolding, or supports, for ELs to engage with peers in grade level content and texts. Other principles include high expectations for all students, sustained academic rigor, quality teacher and student interactions and a focus on language and content. QTEL supports teachers in creating units / materials that build on students' background knowledge and linguistic resources, read complex texts, and write and speak in a variety of ways and for different audiences and purposes. WestEd participated in RFP 533 competitive process and was selected for this contract.

The School District of Philadelphia will contract WestED beginning June 2018 to deliver (1) a five-day professional development workshop for 6th - 12th grade English, ESL and disciplinary teachers of English Learners, (2) a two-day workshop for school administrators, and (3) a three-day coaching workshop for District staff including the Office of Multilingual Curriculum and Programs Multilingual Managers and 6 - 12th curriculum Development Specialist, Teaching and Learning Coaches and school-based teacher leaders. The professional development is tailored to SDP staff that includes teachers and administrators servicing ELs. The five-day professional development will focus on supporting 110 participants. Teacher workshops will be for (1) mathematics teachers, (2) science and social studies teachers, and (3) English and English as a Second Language Teachers. The three-day professional development for coaches will be for OMCP staff, select Teaching and Learning coaches, and school-based teacher leaders who have previously participated in QTEL professional development. During the 2018-2019 academic year, the staff will provide school-based coaching. The two-day professional development for school administrators will be for schools that agree to implement QTEL instructional practices and principles school-wide.

The goal is to have each school include one English/ESL, one mathematics, one science and one social studies teacher per school. Schools with CTE programs will include at least one CTE teacher. There will be recruitment of teachers from both comprehensive middle and high schools. In addition, recruitment from special admission schools that agree to accept more English Learners will be invited. First, teachers from high schools and feeder middle schools with a high density English Learner population will be recruited. The priority schools include Network 1 (South Philadelphia High School, Bartram High School), Network 3 (Furness High School), Network 5 (Kensington Health, Kensington CAPA, Kensington High School), Network 7 (Fels High School), Network 8 (Northeast High School, Washington High School), Network 9 (Frankford High School, Lincoln High School), Autonomy

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

(Newcomers Learning Academy/Franklin Learning Center), and the Turn-Around Network (Edison High School). In addition, feeder middle school disciplinary and ESL teachers will be recruited. Special admission high schools who agree to accept additional English Learners, such as Robeson, Motivation, Constitution, Mastbaum, GAMP, Bodine, Parkway Northwest, and Swenson, will also be invited to participate. The five-day professional development will include:

- Awareness of academic and disciplinary language needed by students to participate fully and successfully in deep academic disciplinary work.
- Knowledge of pedagogical scaffolding to support the teaching of rigorous disciplinary ideas to all students.
- Understanding the role and design principles of tasks that challenge and support students in the attainment of deep disciplinary knowledge.
- Expertise in the design of lessons to develop rigorous conceptual understandings and linguistic development with all students.

The professional development will provide teachers with a theoretical understanding and corresponding strategies for effectively teaching all learners. Participants will gain knowledge of the kinds of learning experiences their students should engage in to develop deep disciplinary knowledge and linguistic proficiency in tandem to succeed in school. Teachers will be supported to set high expectations for academic performance for ELs, to design scaffolded lessons to support rigorous academic and disciplinary discourse learning, and to engage these ideas in situated practice.

The two-day administrator professional development will be led by Alida Walqui. Administrators will learn the principles of QTEL, the instructional approach and how to support teachers in implementing QTEL pedagogy. The three-day coaching workshop will prepare District staff and school-based teacher leaders to work collaboratively with teachers to plan and implement language and content instruction. QTEL's approach is discipline-specific, peer based to support teachers in developing their expertise and effectively implement the principles of QTEL in their instruction. The coaching cycle includes pre-observation planning session to jointly plan scaffolded lessons, critical and documented classroom visits of lesson implementation, and reflective post-visit meetings to identify target actions for improvement.

The Office of Multilingual Curriculum and Programs (OMCP) will have a yearlong, required professional development series to support the teachers and work with them to conduct turn-around professional development at their respective schools. This will include but is not limited to two Saturday professional development days in the fall of 2018 and one Saturday professional development day in the winter of 2019. OMCP staff will lead the professional development and assist teachers in preparing professional development tailored to their school. By the end of the 2018-2019 academic year, we will have teacher led professional development in the participating school. This will allow the District to expand this research-based model in-depth in comprehensive high schools and middle schools with the most English Learners and provide support to special admission high school who are admitting more English Learners.

ABC Code/Funding Source
237X-G07-9470-2264-3291 Title III

\$178,000.00

B-3

Categorical/Grant Fund/Operating Budget: \$3,160,000 Amendment of Contract with Carnegie Learning, Inc. – Professional Development for Summer Math Institute and Math Institute Specialists
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia,

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

through the Superintendent or his designee, to execute, deliver and perform an amendment of Contract No. 0344/F18, originally entered into with Carnegie Learning, Inc., pursuant to Resolution B-9, approved by the School Reform Commission on March 15, 2017, by increasing the amount of the contract by an additional \$3,160,000.00 from \$6,326,174.00, approved by Resolution B-16, to an amount not to exceed \$9,486,174.00, and by extending the term of the contract from its original scheduled expiration date of June 30, 2018, through June 30, 2019, to provide professional development services to K-8 and Algebra I teachers in support of the District's math initiative.

Description: This resolution seeks authorization to amend Contract No. 0344/F18 with Carnegie Learning, Inc., by increasing the amount of the original contract by an additional \$3,160,000.00 from \$6,326,174.00, approved by Resolution B-16 on October 19, 2017, to an amount not to exceed \$9,486,174.00, to provide ongoing support to teachers representing 70+ schools, during the 2018-2019 school year, who will participate in the 2018 Summer Math Institute. This resolution also seeks authorization to amend the aforementioned contract with Carnegie Learning, Inc., as indicated in the current approved SRC Resolution B-16, whereby Carnegie Learning, Inc., will provide professional development services to approximately 1500 K-8 and Algebra I teachers in support of the District's annual summer mathematics initiative (2018 Summer Math Institute).

As part of an effort to ensure that teachers have access to the highest quality professional development in mathematics, The School District of Philadelphia (SDP) is launching its third annual summer math institute for approximately five hundred (500) teachers of grades K-2, five hundred (500) teachers of grades 3-5, and five hundred (500) teachers of grades 6-8 and Algebra I, on June 18 - June 22, 2018. The goal of this intensive, evidenced-based, professional development effort is to significantly improve mathematics instruction and students mathematics achievement. Each day will begin with a 45-minute plenary session for all participants, followed by three training sessions per day, a scheduled lunch, and 30 minutes of school planning at the end of the day. Each training session will last 90 minutes, instructing a class-size of 20 to 30 educators (including teachers, school principals, assistant principals and itinerant education staff such as teachers of special education and English language learners). Participants will cycle through 14-15 sessions, total during the week.

Carnegie Learning, Inc. will provide intensive standards aligned mathematics workshops for K-12 educators that are designed to expand teachers understanding of content and pedagogy during the week of June 18-June 22, 2018. The three main elements are: grade appropriate content; problem-solving in a learner-centered environment; and heightened awareness of teaching practices.

In addition to the five-day professional development, Carnegie Learning, Inc., will also:

- Provide three (3) project managers for up to 50 schools during school year 2018-2019.

Project Management will include three (3) full-time Carnegie Learning, Inc., certified Project Managers providing job-embedded support from the first day of school in the 2018-2019 school year; approximately 36 weeks. In collaboration with the Office of Curriculum, Instruction, and Assessment, the Project Managers will work directly in schools with teachers and administrators, four days per week, to plan, prepare, organize data, and provide actionable support to school administrators. One full-time Project Manager can support up to 25 schools.

- Provide professional development to the designated school-based math leads. Starting in June 2018 and continuing into the 2018-2019 school year. The ten custom math lead professional development workshops will be customized to meet individual school-based needs.

- Provide registration and scheduling services, plus keynote speakers for each day of the 2018 Summer

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

Math Institute.

-Provide 12 Math Institute Specialists to support the participating schools for the 2018-2019 school year. The Math Institute Specialists will be contracted solely through Carnegie Learning, Inc. They will not be recruited or hired as employees of the The School District of Philadelphia. (Qualifying school will be selected based on 50% participation at the Math Institute).

- Provide 1 Math Institute Specialist to support Hartranft.

ABC Code/Funding Source	\$3,160,000.00
201x-G52-9440-226d-3291 Title I -FY18 (\$1,020,000.00)	
201x-G52-9440-226d-3291 Title I -FY19 (\$450,000.00)	
1100-007-9440-2251-3291 Operating - FY 19 (\$1,690,000.00)	

B-4

Operating Budget: \$7,500 Ratification of Contract with Playworks

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent, of an amendment of Contract No. 366/F18, originally entered into with Playworks Education Energized, pursuant to Resolution B-13, approved by the School Reform Commission on October 19, 2017, by increasing the amount of the contract by an additional \$7,500 from \$460,000 authorized by Resolution B-3,500, to an amount not to exceed \$467,500.

Description: The Recess Pro model trains school staff in the strategies necessary for quality recess programs. The Pro model begins the process of transforming recess and improving school culture. Recess Implementation is a fun-filled program designed to create an inclusive and healthy playground environment for students and staff. This interactive staff development builds strong knowledge around games and develops valuable skills such as managing transitions, resolving conflicts, and building systems that promote a meaningful recess or playtime. Recess Implementation also serves as a high-energy, team-builder for school staff. A trainer returns to the school four to six weeks after the training to consult with the recess team to help them continue to build on the improvements they have made. Forrest Elementary originally submitted an LCA for this training. However, the LCA did not get submitted in time for the committee to approve, therefore, the funds needed for this one-day training need to be added to the existing contract with Playworks.

ABC Code/Funding Source	\$7,500.00
1100-002-8250-1101-3291 Operating	

B-5 (As Amended)

Categorical/Grant Fund: \$209,062.50 Contract Amendment with Hobson's Inc. – Naviance College and Career Readiness Platform – GEAR UP

RESOLVED, that the School Reform Commission hereby authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform, an amendment of contract 508/F15 originally entered into with Naviance, Inc. pursuant to Resolution No. A-29, approved by the School Reform Commission on December 14, 2015, to provide professional development services for all middle grades and high school students and their families, by increasing the amount of the contract by an additional \$209,062.50 from \$1,601,331, approved by Resolution A-29, to an amount not to exceed \$1,810,393.50, for the period commencing April 1, 2018 through June 29, 2019.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

Description: The District currently has a contract with Hobson's Inc. for the Naviance platform through June 30, 2019 (OGC Contract No. 508/F15). When the contract was approved (resolution number A-29, dated December 18, 2014), it did not include funding for the last two years of training. GEAR UP is providing funding for training that occurred in school year 17-18 and for training that will occur in school year 18-19. By including the funding for training, it surpasses the maximum amount allowed in the original contract, therefore requiring ratification due to the increased dollar amount.

The Naviance platform is a nationally acclaimed and recognized web-based online college and career readiness tool, which has been used by the District since the 2014-2015 school year. The District, partnering with GEAR UP, is confident that access to Naviance, facilitated by the expert guidance of school counselors, teachers, advisors and community partners, will remove significant barriers to students' access to, and success in, post-secondary education and career paths. GEAR UP will contract with Hobsons, Inc., for the Naviance professional development services, for all District middle grades and high school students and their families, through the end of the 2018-2019 school year. The Naviance suite will include all college and career readiness curriculum, Naviance eDocs for electronic transcript submission, Achieveworks personalized college readiness program, and PrepMe SAT/PSAT test preparation.

ABC Code/Funding Source

\$209,062.50

38BX-G58-97A0-2260-1611 GEAR UP

B-6

Categorical/Grant Fund: \$99,000 Contract with CoolSpeak – Youth Engagement 2018 – GEAR UP 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 CoolSpeak Inc. to facilitate a series of three collaborative and motivational workshops in the 12 GEAR UP high schools for approximately 300 10th grade students, for an amount not to exceed \$99,000, for the period commencing March 16, 2018 through June 30, 2018.

Description: CoolSpeak is a full service youth engagement organization delivering speakers, programs and events designed to keep students inspired, parents involved and teachers engaged. The CoolSpeak engagement platform offers specifically tailored experiences that allow educational institutions, non-profit organizations and businesses to foster educational agendas and support proactive youth outreach. The proposed program will compliment GEAR UP's efforts in working with student's unique circumstances, treating them as valued individuals with a complex context. CoolSpeak allows for the cultivation of stronger and more meaningful connections that empowers youth to become catalysts for positive change, intrinsic motivation, personal growth and self-sustaining inspiration. Initially chosen through an RFP process, CoolSpeak has a longstanding relationship with the GEAR UP program. Its engaging student activities have continued, over the years, to meet and exceed the needs of the GEAR UP grant and its goals.

CoolSpeak offers an array of engaging activities for the population of students, staff and families that GEAR UP services. The WRITE NOW! Takeover, a collaborative learning program that promotes innovative student engagement in writing while providing indirect and direct professional development; inspires students while building professional capacity. Facilitators will work with English teachers at the twelve (12) participating schools and "takeover" English class for a 1 day time period. This event includes in-class lessons, professional development session for teachers and a Philadelphia GEAR UP-wide WRITE NOW! Poetry Slam.

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

The WISE UP TO RISE UP CoolTour, is an event that will inspire students to embrace education as a means to make their dreams a reality. The tour will consist of twelve (12) college readiness assemblies at each one of the GEAR UP schools with a motivational speaker(s) of their choice. All students will also receive e-copies of books and college readiness resources.

Don't Follow Your Dreams, Chase Them, Lead Them & Become Them! is an educational experience stressing the foundational message on the importance of education through interactive elements, spoken word, music and live performances. This event features guest speakers, breakout sessions and a Step Above Presentation. This is a culminating event for students and parents invited from all 12 GEAR UP schools on a university campus, location to be determined.

As a result of participating in the program, students will strengthen their non-cognitive skills, including self-efficacy, self-regulation, academic tenacity and excellence through student engagement. They will increase their knowledge of college as a post-secondary option and the tools necessary to achieve personal and academic success.

ABC Code/Funding Source	\$99,000.00
38BX-G58-97A0-2260-3291 GEAR UP	

B-7

Approval of Occupational Advisory Committee Members for 2017-2018 – Career and Technical Education Programs

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to appoint business, industry, post-secondary and community members as Occupational Advisory Committee members of The School District of Philadelphia's Career and Technical Education programs, for the period commencing March 16, 2018 through August 31, 2018.

Description: The primary purpose of this resolution is to approve the appointment of individuals to the District's Career and Technical Education (CTE) Occupational Advisory Committees (OACs). The OAC member list is attached to and made part of this resolution. Chapter 339 (Vocational Education Standards) of the PA School Code requires that all Pennsylvania Department of Education (PDE) approved CTE programs establish OACs, and must meet at least twice annually. Chapter 339 also requires that the appointment of OAC members within a district must be approved by the district's board of education or directors. The main purpose of an OAC is to strengthen the CTE program by making recommendations for program improvement and providing technical assistance on curriculum development and delivery, equipment purchases, facilities, technology, safety and student work-based learning opportunities. OACs must be primarily comprised of industry experts in the occupation for which CTE training is being provided to students, as well as post-secondary, community organizations, parents and students. OACs serve as a vital link between the CTE programs and business and industry, as they assist in assuring that CTE programs are aligned to current industry standards, thus preparing students with relevant skills training. An active OAC also demonstrates the commitment of the schools to fully engage the community in improving the quality of CTE programs, as well as increase public awareness of the same.

A secondary purpose of this resolution is to provide state required notice of program additions and reductions. There are currently 113 CTE programs in the District. New PDE-approved programs added for 2017-18 are as follows: Sports Marketing and Management (Lincoln) and Electronics/Automated

Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Wednesday, March 7, 2018. Please reference the Resolution Number and include your name and email address.

Systems (Randolph). The following CTE programs are no longer being offered: Graphic Design (Bartram); Computer Systems Support and HVAC (Edison); Business Administration (Kensington); Graphic Design (King); Business Administration (Overbrook); Childcare and Carpentry (South Philadelphia); Facility Maintenance (Strawberry Mansion); and Plumbing (Swenson). The following CTE programs have been reclassified from PDE programs and continue to be offered in the District: Film/Video Production (Bartram); Engineering (Carver); Film/Video Production (Fels); Culinary Arts (Frankford); Accounting (Furness); Business Administration (South Philadelphia); and Culinary Arts (Strawberry Mansion). None of the closures or reclassifications have resulted in less CTE opportunities for students.

The PDE-approved CTE end-of-program assessment, NOCTI (National Occupational Competency Testing Institute) is the major indicator of success used when determining whether students are attaining technical skills needed to be successful in a specific career area. In The School District of Philadelphia, NOCTI scores have increased by 4.4% from 62.6% of students scoring Competent/Advanced in 2015-16 to 67.0% of students scoring Competent/Advanced in 2016-17.

Much of the success in NOCTI is attributable to CTE programs better engaging the business and industry community. There is certainly a direct correlation between CTE programs experiencing success on NOCTI and the support of active OACs, as industry experts who serve on these active OACs regularly provide invaluable service, advice and recommendations on specific technical skills needed to be successful in industry, NOCTI preparation and proctoring, equipment donations, professional development, and student work-based learning internships.

How are Occupational Advisory Committee (OAC) members recruited?

Individuals serving on OACs are recruited through several channels. Most members are recruited by CTE program instructors, through existing relationships that they have with professionals within their particular industry area. Schools also recruit from businesses in their particular area of the city, to ensure local support for their CTE programs. Lastly, members are recruited through new and existing relationships that the District's Office of CTE has with industry, workforce development agencies, community and non-profit organizations, postsecondary institutions, and the City.

What is the term of membership for OAC members?

There is no specific requirement in Chapters 4 and 339 regarding the term of membership of OAC members. PDE published guidance on establishing and operating OACs, and suggests three (3) year terms for OAC members. The District follows this suggestion for OAC members, with the exception of OAC Officers (i.e., chairperson), which has a two (2) year term.

ABC Code/Funding Source

N/A

IV. INTERMEDIATE UNIT

None Submitted

SECTION: PUPILS

TITLE: Harassment and Discrimination of Students

ADOPTED: September 22, 2010

REVISED:

THE SCHOOL DISTRICT OF PHILADELPHIA

248. HARASSMENT AND DISCRIMINATION OF STUDENTS

Purpose

The School Reform Commission strives to provide a healthy safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the district to maintain an educational environment in which harassment and sex discrimination (including sexual harassment, sexual assault and sexual violence) in any form is not tolerated. It shall also be the policy of the District that each staff member shall be responsible for maintaining an educational environment free from all forms of harassment and sex discrimination, and that each student shall be responsible to respect the rights of his/her fellow students and employees and to ensure an atmosphere free from all forms of harassment and sex discrimination

Authority

The SRC prohibits all forms of harassment and sex discrimination of students and third parties by all District students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The SRC encourages students and third parties or parents/guardians of students who believe that this Policy has been violated, to promptly report such incidents to the school principal or designee, or to any other member of the school staff, including teachers, guidance counselors, bilingual counseling assistants (BCAs), coaches and administrators.^{[1][2][3][4]} Any staff member who receives such a report shall immediately notify the principal or designee of same. If the behavior continues or if the school does not take action, students or parents/guardians should report the incident to the District's hotline at 215-400-4000.

This policy applies to students in connection with all the academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, in transit to and from school, at a class or training program sponsored by the school at another location or elsewhere. The policy also applies to any off-campus conduct that has a continuing effect on the campus.

The SRC directs that complaints of harassment or sex discrimination shall be investigated promptly, and corrective action taken when allegations are substantiated in accordance with the provision of any applicable state and federal laws. Confidentiality of all parties shall be

maintained, consistent with the District's legal and investigative obligations. Only those with a "need to know" will be apprised of the complaint, and staff participants in the complaint process shall be informed of their duty of confidentiality to the process as well.

The basic rights of all concerned shall be respected at all times. All parties will be treated with dignity and due process.

No reprisals nor retaliation shall occur as a result of good faith charges of violation of this Policy or participation in an investigation. Title IX prohibits retaliation against any individual who files a complaint under Title IX or participates in a complaint investigation.

Definitions

~~For purposes of this policy,~~

Harassment shall consist of verbal, nonverbal, written, graphic or physical conduct relating to an individual's sex, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin/ethnicity, religion, disability, English language proficiency, socioeconomic status and/or political beliefs. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. A single incident of harassment may implicate more than one protected class. For example, a student may be targeted because of his/her race and sexual orientation.

Harassment can create a hostile environment when it:

1. Is severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment.
2. Has the purpose or effect of substantially or unreasonably interfering with a student's education.
3. Otherwise adversely affects an individual's learning opportunities, safety or well-being.

Sexual discrimination - unequal treatment of any person on the basis of sex unless expressly authorized by statute or regulation. Sexual discrimination may include sexual harassment, sexual violence and sexual assault.

Sexual harassment is unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, written, graphic or physical conduct of a sexual nature.

Examples of sexual harassment, as defined above, include but are not limited to, sexual propositions; touching of a sexual nature; graffiti of a sexual nature; displaying or distributing sexually explicit drawings, pictures or written material; sexual gestures or touching oneself sexually in front of others; telling sexual or dirty jokes; spreading

sexual rumors or rating other students as to sexual activity or performance; circulating or showing emails or websites of a sexual nature.

For purposes of this policy, the term sexual harassment includes sexual violence. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent.[2][5]

Guidelines

The Code of Student Conduct, which shall incorporate this policy, shall be disseminated annually to students.

This policy shall be accessible in every classroom, posted in a prominent location within each school building and posted on the district website. The policy shall be made available in English and all other languages necessary to facilitate understanding by district residents.

This policy shall be reviewed with every district student within ninety (90) days after the initial adoption or a revision by the SRC, and annually on the first day of school thereafter.

Mandated Regulatory Procedures:

Complaint/Grievance Procedure – Student/Third Party

Step 1 – Reporting Bullying, Harassment, or Discrimination

A student or third party who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of the District's anti-harassment or nondiscrimination policy(s), or the parent/guardian of a student, is encouraged to immediately report the incident to the building principal or designee, or to any other member of the school staff, including teachers, guidance counselors, bilingual counseling assistants (BCAs), coaches and administrators.

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

The complainant or reporting employee is encouraged to use the report form available from the building principal, but oral complaints shall be acceptable. The principal or designee shall complete the District's complaint form if the complainant chooses to make an oral or electronic report. In each building, to the extent practicable, compliant forms shall be readily available in any and all languages that are spoken by one or more students attending that school.

If the building principal is the subject of a complaint, the student, parent/guardian, third party or employee shall report the incident directly to the Title IX **Deputy** Coordinator for inquiries under this Policy:

Chief Student Support Services Officer/Title IX **Deputy** Coordinator
440 N. Broad Street
Philadelphia PA 19130
215-400-4000

antiharassment@philasd.org

Step 2 – Investigation

Upon receiving a complaint of harassment or sex discrimination, the building principal or designee shall take immediate and appropriate action to investigate or otherwise determine what occurred. At a minimum, the investigation shall consist of the following:

1. The investigation should consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.
2. The parties may present witnesses and other evidence as part of the investigation.
2. The investigator shall attempt to secure statements from all participants in, and witnesses to, the incident(s). The complainant shall not be required to meet face-to-face with the accused.
3. When a student with limited English proficiency is a party to a complaint, interpretation and/or translation services shall be provided. The limited English proficiency of a complainant, witness, or the accused is not an acceptable reason for failure to secure a statement from him or her.
4. The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.
5. The obligation to conduct this investigation shall not be negated by the fact that the complainant cannot identify the accused.

All complaints should be forwarded and/or uploaded to the Title IX **Deputy** Coordinator for the purpose of monitoring, evaluating and providing District level support to diminish harassment.

All investigations shall be completed by the assigned investigator within fourteen (14) days from the reporting of the complaint. Extenuating circumstances for not being able to comply with the deadline must be approved by the Title IX **Deputy** Coordinator. The extension must be a specified period of time not exceeding fourteen (14) days, and must be communicated to the complainant.

The District will follow the Complaint Procedures regardless of whether the alleged harassment also is being investigated by another agency, including law enforcement, unless particular procedural steps would directly impede a criminal investigation. The District will implement appropriate interim steps during the law enforcement agency's investigation period to provide for the safety of the victim(s) and the school community and the avoidance of retaliation.

In the event that school-based staff fail to investigate a complaint of harassment or sex discrimination, fail to document the outcome of an investigation, or if violations continue after an investigation has concluded, individuals shall report the incident to the district's Title IX **Deputy** Coordinator at 215-400-4000 and/or submit a complaint to antiharassment@philasd.org.

Step 3 - Investigative Report

The building principal or designee shall prepare a written report which shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.

The findings of the investigation shall be provided to the complainant, and his or her parent, if s/he is under 18 years old, the accused, and the Title IX **Deputy** Coordinator.

Step 4 -District Action

If the investigation determines that the accused engaged in conduct that constitutes a violation of this policy, the District shall take prompt and effective steps reasonably calculated to end the harassment or sex discrimination, eliminate any hostile environment, remedy the discriminatory effect on the victim, and prevent the harassment or sex discrimination from recurring. When appropriate, students who have been found to violate this policy will receive instruction or training on why their actions were inappropriate and/or hurtful.

Complainants and the accused, and their parents, if they are under 18 years old, shall be notified of the final disposition/action taken by the District.

Appeal Procedure

1. If the complainant or accused is not satisfied with a finding of no violation of the policy or with the recommended corrective action, s/he may submit a written appeal to the Title IX **Deputy** Coordinator(s) within fifteen (15) days of her/his receipt of written notice of final disposition/action taken. The appeal will be conducted in an impartial manner by an impartial decision-maker.
2. The Title IX **Deputy** Coordinator(s) shall review the investigation and the investigative report and may also conduct a reasonable investigation.
3. The Title IX **Deputy** Coordinator(s) shall prepare a written response to the appeal within fifteen (15) days. This time period may be extended by the Title IX **Deputy** Coordinator(s) under circumstances where winter, spring or summer break coincides with the investigatory period or for other reasonable cause. Copies of the response shall be provided to the complainant, the accused and the building principal/immediate supervisor who conducted the initial investigation.

Disciplinary actions shall be consistent with the Code of Student Conduct, SRC policies and administrative procedures **outlined in this policy**, and state and federal laws. The corrective action may include, but is not limited to, appropriate supports and interventions for students who are either victims or perpetrators of improper conduct, in accordance with District services and programs, which may include Tier II and II or Response to Instruction and Intervention (RtII); Positive Behavior Interventions & Supports (PBIS); Student Assistance Program (SAP); counseling services; parent meetings; referrals to appropriate resources outside of the District; student discipline pursuant to the Code of Student Conduct which could include suspension or expulsion; employee discipline in accordance with any applicable collective bargaining agreement or contract, including but not limited to counseling, suspension, expulsion.

If it is concluded that a student has intentionally made a false report or complaint under this policy, such student may be subject to disciplinary action.

Expedited Resolution of Harassment Incidents

While the SRC cautions that all incidents of harassment are hurtful to students and negatively impact the school environment, there are some harassment incidents that District employees can effectively address and resolve immediately. The investigative procedures (Steps 1-4 above) shall not apply when a District employee witnesses or receives a report of harassment and the District employee, in his/her professional judgment determines:

1. The harassment was not severe, persistent, or pervasive, and
2. The District employee is able to fully and adequately address the harassment with the target(s) (if any) and the perpetrator(s), including:
 - a. Educating the perpetrator(s) on the wrongfulness of his/her actions, identifying the harassing language and behavior involved, and referring the student for counseling, community service or imposing discipline, if appropriate, and
 - b. Speaking with the target student(s) (if any) to ensure s/he has not been a repeated target of harassment, is satisfied with the employee's response, and is notified of his/her right to file a complaint with the principal.

Whenever the Expedited Resolution process is followed, the District employee shall file a written report on the incident in accordance with the administrative procedures **outlined in this policy**.

The following are examples of harassment prohibited by this policy:

Some students anonymously inserted offensive notes into African-American students' lockers and notebooks, used racial slurs, and threatened African-American students who tried to sit near them in the cafeteria.

*Students mockingly refer to Asian students as "Bruce Lee", "China boy", "f*ckm' Asian" and use racial slurs and create noises intended to reference made-up speech around Asian languages. Asian students are routinely targeted in unmonitored student-centric areas such as stairwells, hallways, bathrooms, and walking to and from school with students screaming at them with threats of harm and physical assault. One student threatens an Asian student by drawing a finger across the throat with the statement, "F*ck you China people."*

School employees at junior high school received reports of several incidents of anti-Semitic conduct at the school Anti-Semitic graffiti, including swastikas, was scrawled on the stalls of the school bathroom. At the same school, a teacher caught two ninth-graders trying to force two seventh-graders to give them money. The ninth-graders told the seventh-graders, "You Jews have all of the money, give us some. "At the same school, a group of eighth-grade students repeatedly called a Jewish student "Drew the dirty Jew."

Shortly after enrolling at a new high school, a female student had a brief romance with another student. After the couple broke up, other male and female students began routinely calling the new student sexually charged names, spreading rumors about her sexual behavior; and sending her threatening text messages and e-mails.

A gay high school student was called names (including anti-gay slurs and sexual comments) both to his face and on social networking sites, physically assaulted, threatened, and ridiculed because he did not conform to stereotypical notions of how teenage boys are expected to act and appear (e.g., effeminate mannerisms, nontraditional choice of extracurricular activities, apparel, and personal grooming choices).

Several classmates repeatedly called a student with a learning disability "stupid," "idiot," and "retard" while in school and on the school bus. On one occasion, these students tackled him, hit him with a school binder, and threw his personal items into the garbage.

Students yell "Speak English!" at immigrant youth at a school who speak their native language in school. In full view of other students, native born English speakers routinely mimic or otherwise make fun of immigrant students' accents and comment on how "weird" they sound.

Delegation of Responsibility

In order to maintain an educational environment that discourages and prohibits harassment and sex discrimination the SRC shall designate the Student Support Services Chief as the District's Title IX **Deputy** Coordinator to coordinate the District's efforts to comply with this policy and applicable laws and regulations.

The Title IX **Deputy** Coordinator shall:

1. Publish and disseminate this policy and the complaint procedure at least annually to students, parents/guardians, employees, independent contractors, vendors, and the public. The publication shall include the name, position, office address, telephone number and email address of the Title IX **Deputy** Coordinator.
2. Receive and investigate reports or complaints from District employees, students, families, and third parties if the school principal is the subject of a report or complaint.
3. Track all complaints, investigation materials and resolutions from harassment complaints District-wide.
4. Make ad hoc reports (as necessary or appropriate) and annual reports to the School Reform Commission on harassment complaints and resolutions.

The District shall be responsible to provide training for students and employees regarding all aspects of harassment and sex discrimination. Student training shall include the definition of harassment and sex discrimination, examples of harassment and sex discrimination, the reporting process and consequences of participating in prohibited behavior. Staff training shall include how to appropriately identify, address, and report incidents of harassment and sex discrimination.

Each staff member shall be responsible to maintain an educational environment free from all forms of harassment and sex discrimination.

Each student shall be responsible to respect the rights of his/her fellow students and district employees and to ensure an atmosphere free from all forms of harassment and sex discrimination.

The building principal or designee shall be responsible to complete the following duties when receiving a complaint of harassment or sex discrimination in accordance with the procedures listed in this policy. At a minimum, the building principal or designee shall be responsible to complete the following duties when receiving an oral or written report or complaint:

1. Inform the student or third party of the right to file a complaint and the complaint procedure, including their right to English Language interpretation and translation during all steps of the complaint procedures. Even if the student does not explicitly request interpretation, employees are encouraged to use interpretation and translation if they feel it will improve the ability to communicate accurately with the student or third party.
2. Inform the complainant that s/he may be accompanied by a parent/guardian during all steps of the complaint procedure.
3. Ensure that complainants are notified of available resources, such as counseling, health, and mental health services, and their right to file a complaint with local law enforcement.
4. Notify the complainant and the accused of the progress at appropriate stages of the procedure.
5. Refer the complainant to the Title IX **Deputy** Coordinator if the building principal is the subject of the complaint.

6. In cases involving potential criminal conduct, determine whether appropriate law enforcement authorities should be notified.
7. Take interim action, as necessary, to address prohibited conduct prior to the completion of the investigation.

The SRC directs that District employees respond to all incidents of harassment and sex discrimination according to the procedures in this policy, regardless of whether they are alleged to have created a hostile environment.

Legal References:

1. 43 P.S. 951 et seq - 1955 Act 222 PENNSYLVANIA HUMAN RELATIONS ACT
2. 20 U.S.C. 1681 et seq - 20 U.S. Code Chapter 38 - DISCRIMINATION BASED ON SEX OR BLINDNESS
3. 29 CFR 1606.8 - 29 CFR 1606.8 - Harassment
4. 29 CFR 1604.11 - 29 CFR 1604.11 - Sexual harassment
5. Office for Civil Rights - Questions and Answers on Title IX and Sexual Violence

Related Information:

Office for Civil Rights – Revised Sexual Harassment Guidance: Harassment of Students By School Employees, Other Students, or Third Parties

Philadelphia Commission on Human Relations Guidance

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

Pol. 249 - Bullying/Cyberbullying

Pol. 806 - Child Abuse

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300 Employees

TITLE: Harassment and
Discrimination of Employees

ADOPTED:

REVISED:

348. HARASSMENT AND DISCRIMINATION OF EMPLOYEES

Authority

The School Reform Commission strives to provide a safe, positive working climate for its administrative, professional and support employees. Therefore, it shall be the policy of the district to maintain an employment environment in which harassment or sex discrimination in any form is not tolerated.

The SRC prohibits all forms of harassment and sex discrimination (including sexual harassment, sexual assault and sexual violence) of employees and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The SRC encourages employees and third parties who have been harassed or discriminated against to promptly report such incidents to the designated administrators. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

While harassment and sex discrimination will not be tolerated by any employee, supervisors shall be held to the highest of conduct standards and shall be subject to a higher level of discipline when engaging in harassment or sex discrimination.

The SRC directs that complaints of harassment or sex discrimination shall be investigated promptly, and corrective action taken when allegations are substantiated, in accordance with the provisions of any applicable collective bargaining agreement and state and federal laws. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. Only those with a "need to know" will be apprised of the complaint, and staff participants in the complaint process shall be informed of their duty of confidentiality to the process as well.

The basic rights of all concerned shall be respected at all times. No reprisals nor retaliation shall occur as a result of good faith charges of violation of this policy or participation in an investigation.

Definitions

For purposes of this policy, harassment shall consist of verbal, nonverbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, sex, age, disability, sexual orientation, religion or gender information when such conduct: [\[4\]](#)[\[5\]](#)

1. Is severe, persistent or pervasive enough that it affects an individual's ability to perform job functions or creates an intimidating, threatening or abusive work environment.

2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work performance.
3. Otherwise adversely affects an individual's employment opportunities.

For the purposes of this policy, sexual discrimination is unequal treatment of any person on the basis of sex unless expressly authorized by statute or regulation. Sexual discrimination may include sexual harassment, sexual violence and sexual assault.

For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, graphic or physical conduct of a sexual nature when:[6]

1. Acceptance of such conduct is made, explicitly or implicitly, a term or condition of an individual's continued employment.
2. Submission to or rejection of such conduct is the basis for employment decisions affecting the individual.
3. Such conduct is severe, persistent or pervasive enough that it has the purpose or effect of substantially interfering with the employee's job performance or creating an intimidating, hostile or offensive work environment.

Examples of sexual harassment, as defined above, include but are not limited to, sexual propositions; touching of a sexual nature; graffiti of a sexual nature; displaying or distributing sexually explicit drawings, pictures or written material; sexual gestures or touching oneself sexually in front of others; telling sexual or dirty jokes; spreading sexual rumors or rating others as to sexual activity or performance; circulating or showing emails or websites of a sexual nature.

For purposes of this policy, the term sexual harassment includes sexual assault and sexual violence. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent.[2][7]

Delegation of Responsibility

In order to maintain a work environment that discourages and prohibits harassment and sex discrimination, the SRC designates the Chief Talent Officer as the district's Title IX Deputy Coordinator relating to employees and third parties.

The Title IX Deputy Coordinator(s) shall publish and disseminate this policy and the complaint procedure at least annually to students, parents/guardians, employees, independent contractors, vendors, and the public. The publication shall include the name, position, office address, telephone number and email address of the Title IX Deputy Coordinator(s).

Chief Talent Officer/Title IX **Deputy** Coordinator

440 N. Broad Street

Philadelphia PA 19130

215-400-4600

employeeetitleIXcomplaints@philasd.org

The administration shall be responsible to provide training for students and district employees regarding harassment and sex discrimination and the district's policy prohibiting harassment and sex discrimination, including procedures for the filing and investigation into complaints.

The Superintendent or designee shall develop Administrative Procedures/Complaint Procedures to implement this policy.

Each employee shall be responsible to maintain a working environment free from all forms of harassment and sex discrimination.

Any supervisor who receives a harassment or sex discrimination complaint or who has reason to believe such action is occurring shall refer to SRC policy and the procedures for processing harassment or sex discrimination complaints.

The building principal/immediate supervisor or designee shall be responsible to complete the following duties when receiving a complaint pursuant to this policy:

1. Inform the employee or third party of the right to file a complaint and the Complaint Procedure.
2. Notify the complainant and the accused of the progress at appropriate stages of the procedure.
3. Refer the complainant to the Title IX Deputy Coordinator(s) if the building principal/immediate supervisor is the subject of the complaint.
4. Take interim action, as necessary, to address prohibited conduct prior to the completion of the investigation.

Legal References:

1. 43 P.S. 951 et seq
2. 20 U.S.C. 1681 et seq
3. 42 U.S.C. 2000e et seq
4. 42 U.S.C. 2000ff et seq
5. 29 CFR 1606.8
6. 29 CFR 1604.11
7. Office for Civil Right – Questions and Answers on Title IX Sexual Violence

Policy 348: Harassment and Discrimination of Employees
Administrative Procedures/Complaint Procedures

An employee or third party may utilize either the informal or formal complaint procedure.

Informal Complaint Procedure – Employee/Third Party

Where behaviors may be offensive and the offended party has a desire to stop the behavior(s) without resorting to the formal procedure, the employee or third party may notify the offending party directly, but is not required to do so. The employee or third party may also request a supervisor to intervene by notifying the alleged offender that the specific offensive behavior(s) will not be tolerated in the workplace. In such case, the supervisor must discuss the matter with the alleged offender, and, if warranted, require that s/he participate in non-disciplinary counseling. The supervisor shall document actions taken and inform the Chief Talent Officer in writing. Copies will also be forwarded to the Law Department of the School District of Philadelphia. The accused shall have the right of representation during his/her interview with the supervisor as required by the applicable collective bargaining agreement.

If the complainant is not satisfied with the result of the informal process, s/he may submit a formal complaint in accordance with this policy.

Formal Complaint Procedure – Employee/Third Party

Step 1 – Reporting

An employee or third party who believes s/he has been subject to conduct by any employee or third party that constitutes a violation of Policy 348 is encouraged to immediately report the incident to the building principal/immediate supervisor.

If the building principal/immediate supervisor is the subject of a complaint, the employee or third party shall report the incident directly to the Title IX Deputy Coordinator. Additionally, if the building principal/immediate supervisor is unable to conduct the investigation, the employee or third party shall report the incident directly to the Title IX Deputy Coordinator.

The complainant is encouraged to use the report form available from the building principal/immediate supervisor.

Step 2 – Investigation

Upon receiving a written complaint of unlawful harassment or sex discrimination, the building principal/immediate supervisor shall immediately notify the Title IX Deputy Coordinator(s). The Title IX Deputy Coordinator(s) shall authorize the building principal/immediate supervisor to investigate the complaint, unless the building principal/immediate supervisor is the subject of the complaint or is unable to conduct the investigation.

The building principal or designee shall conduct an adequate, reliable and impartial investigation and shall provide the opportunity for each party to present witnesses and other evidence. Title IX prohibits retaliation against any individual who files a complaint under Title IX or participates in a complaint investigation.

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

The investigator shall attempt to secure statements from all participants in and witnesses to the complaint. The accused shall have the right of representation during his/her interview as required by the applicable collective bargaining agreement or district practice.

The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded, unless particular procedural steps would directly impede a criminal investigation. The investigator should coordinate with any other ongoing school or criminal investigations of the incident. The District will implement appropriate interim steps during the law enforcement agency's investigation period to provide for the safety of the victim(s) and the school community and the avoidance of retaliation.

The failure of the accused to participate in the investigation into a written complaint shall be grounds for discipline, up to and including possible discharge for cause.

All investigations shall be completed by the assigned investigator within thirty(30) days from the filing date of the complaint. Extenuating circumstances for not being able to comply with the deadline must be approved by the Title IX Deputy Coordinator(s). The extension must be

a specified period of time not exceeding twenty-five (25) days, and must be communicated to the complainant.

Step 3 – Investigative Report

The building principal/immediate supervisor shall prepare and submit a written report to the Title IX Deputy Coordinator(s), which shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, the basis for the determination, and a recommended disposition of the complaint.

The complainant and the accused shall be provided written notice of the outcome of the investigation, including the recommended disposition of the complaint. The accused shall not be notified of the individual remedies offered or provided to the complainant.

Step 4 – District Action

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases. The district shall take steps to prevent the recurrence of prohibited conduct and to remedy the discriminatory effect on the victim or complainant and others, if appropriate. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant.

Disciplinary actions shall be consistent with SRC policies, administrative procedures, applicable collective bargaining agreements, and state and federal laws and may include counseling, suspension, reassignment or termination. The corrective action may include, but is not limited to, appropriate supports and interventions for students who are either victims or perpetrators or improper conduct, in accordance with District services and programs, which may include Tier II and II or Response to Instruction and Intervention (RtII); Positive Behavior Interventions & Supports (PBIS); Student Assistance Program (SAP); counseling services; parent meetings; referrals to appropriate resources outside of the District; student discipline pursuant to the Code of Student Conduct; employee discipline in accordance with any applicable collective bargaining agreement or contract, including but not limited to counseling, suspension, expulsion.

If it is concluded that an employee has knowingly made a false complaint under this policy, such employee shall be subject to disciplinary action, up to and including possible discharge.[11]

Appeal Procedure

1. If the complainant or accused is not satisfied with a finding of no violation of the policy or with the recommended corrective action, s/he may submit a written appeal to the Title IX Deputy Coordinator(s) within fifteen (15) days of her/his receipt of written notice of final disposition/action taken. The appeal will be conducted in an impartial manner by an impartial decision-maker.
2. The Title IX Deputy Coordinator(s) shall review the investigation and the investigative report and may also conduct a reasonable investigation.
3. The Title IX Deputy Coordinator(s) shall prepare a written response to the appeal within fifteen (15) days. This time period may be extended by the Title IX Deputy Coordinator(s) under circumstances where winter, spring or summer break coincides with the investigatory period or for other reasonable cause. Copies of the response shall be provided to the complainant, the accused and the building principal/immediate supervisor who conducted the initial investigation.

The name and contact information for the District's Title IX Deputy Coordinator for inquiries related to Policy 348 is:

Chief Talent Officer
440 N. Broad Street
Philadelphia PA 19130
215-400-4600

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 900 Community

TITLE: Public Attendance At
School Events

ADOPTED: October 5, 2011

REVISED:

PUBLIC ATTENDANCE AT SCHOOL EVENTS

Purpose

The School Reform Commission welcomes the public at activities and events sponsored by the school district, but the School District also acknowledges its duty to maintain order and preserve school facilities during such events.

Authority

The SRC has the authority to remove any individual from a school event whose conduct constitutes a disruption as defined in this policy and prohibit that individual's attendance at future school events notwithstanding any legal protections to the contrary. ~~The SRC prohibits gambling and the possession and use of controlled substances and alcoholic beverages on school premises.~~ [\[1\]](#)[\[2\]](#)

Definitions

Disruption - a disturbance or problem that interrupts a District or school-sponsored event, activity, or process.

Tobacco - a lighted or unlighted cigarette, cigar, pipe or other smoking product or material and smokeless tobacco in any form. [\[3\]](#)

Controlled substances - means a drug, substance, or immediate precursor included in schedules I through V of the Controlled Substance Act. [\[4\]](#)

Weapons - a thing designed or used for inflicting bodily harm or physical damage.

~~The SRC prohibits tobacco use by any persons in its school buildings and on any property, buses, vans and vehicles that are owned, leased or controlled by the school district.~~ [\[3\]](#)[\[5\]](#)

Delegation of Responsibility

The Superintendent or designee may report incidents involving the disruption of public events ~~sale of tobacco to minors by any person~~ 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.[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of violence, possession of a weapon, and use or sale of a controlled substance or tobacco by any person on school property to the Office for Safe Schools on the required form.[\[7\]](#)[\[11\]](#)

The district shall annually notify staff, parents/guardians and members of the public about the district's tobacco use policy by publishing such in handbooks, newsletters, posted notices, and other efficient methods.[\[3\]](#)

Weapons

~~The SRC prohibits the possession of weapons in any school district buildings, on school property, at any school-sponsored activity, and on any district vehicle.~~

~~A schedule of fees for attendance at school events shall be prepared by the Superintendent or designee and adopted by the SRC.~~

Mandatory Regulatory Procedures Prohibited Activities and Items

Prohibited Gambling and Controlled Substances

The School District prohibits gambling and the possession and use of controlled substances and alcoholic beverages on school premises.[\[1\]](#)[\[2\]](#)

Weapons

The School District prohibits the possession of weapons in any school district buildings, on school property, at any school-sponsored activity, and on any district vehicle.

Tobacco

The School District prohibits tobacco use by any persons in its school buildings and on any property, buses, vans and vehicles that are owned, leased or controlled by the school district.[\[3\]](#)[\[5\]](#)

Profanity

Players, participants, coaches, directors, advisors and spectators are expected to refrain from using foul, abusive and/or abusive language. Profanity of any type can be cause for immediate removal from school property.

Accommodations

A disabled parent/guardian or authorized visitor to a school event that requires a reasonable accommodation to assist in his/her attendance/participation in the event should contact the event administrative organizer at least three (3) business days in advance of the scheduled event or three (3) days following receipt of notice of the event, whichever accomplishes the earliest notice to the school district. Requests should be made as early as possible because some accommodations require additional time to prepare/arrange.

Service Animals

Individuals with disabilities may be accompanied by their service animals while on district property for events that are open to the general public in accordance with SRC policy and state and federal law and regulation.[\[12\]](#)[\[13\]](#)[\[14\]](#)

Legal References:

1. 24 P.S. 511
2. 24 P.S. 775
3. 35 P.S. 1223.5
4. Title 21 U.S.C.
5. 20 U.S.C. 7183
6. 24 P.S. 1302.1-A
7. 24 P.S. 1303-A
8. 22 PA Code 10.2
9. 22 PA Code 10.22
10. 18 Pa. C.S.A. 6305
11. Pol. 805.1
12. 43 P.S. 953
13. 28 CFR 35.136
14. Pol. 718

Related Information:

- 24 P.S. 696
- 22 PA Code 403.1
- 20 U.S.C. 7181 et seq
- 28 CFR Part 35
- Philadelphia Home Rule Charter - 12-300

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 900 Community

TITLE: School Visitors

ADOPTED: April 27, 1981

REVISED: July 14, 1984

907 SCHOOL VISITORS

Purpose

The **School Reform Commission** welcomes and encourages **interest in district** educational programs and other school-related activities, and recognizes that such interest may result in visits to school by parents/guardians, adult residents, educators and other officials. To ensure order in the schools and to protect students and employees, it is necessary to establish policy governing school visits.

Authority

The scope of authority of this policy and of school personnel who are responsible for enforcing it is limited to buildings and grounds under the jurisdiction or control of the school district.

The provisions of this policy shall apply to all programs and activities **including** off-site locations or evening schools.

Persons wishing to visit a school shall make arrangements in advance with the school office **in that building** by stating the reason, date, and time of the proposed visit. In all cases where permission is not obtained in advance it must be obtained promptly upon entering the school. **Failure to obtain consent within fifteen (15) minutes after entering district facilities shall be considered presumptive evidence of violation of SRC policy and City ordinance.**[\[1\]](#)

Upon arrival at the school, **visitors** must **register** at the office and present proper identification.

Mandatory Regulatory Procedures

Classroom Visitations

~~Parents/Guardians may request to visit their child's classroom, but the request must be made prior to the visit, in accordance with established administrative procedures.~~[\[2\]](#)

~~The building principal or program supervisor must grant prior approval for the visit, and shall notify the classroom teacher prior to the visit.~~

~~Parents/Guardians shall be limited to one (1) class period per month, per child in the school for classroom visitations, in order to minimize disruption of the classroom~~

~~schedule and the educational program. Parental participation in classroom activities or programs such as room parents, back-to-school events, and chaperones for field trips shall not constitute a classroom visit for purposes of this policy.~~

~~The building principal or program supervisor and classroom teacher have the authority to ask a visitor to leave if the visitor disrupts the classroom routine, educational program or daily schedule, or if a visitor violates SRC policy. Failure to leave when asked or repeated, documented disruptions may result in loss of classroom visitation privileges.~~

~~Under exceptional circumstances and upon request of the building principal, program supervisor, classroom teacher or parent/guardian, the Superintendent may authorize additional or longer classroom visits by a parent/guardian.~~

Delegation of Responsibility

The Superintendent or designee shall develop administrative procedures to implement this policy and control access to school buildings and school classrooms.

The building principal or designee has the authority to prohibit the entry of any individual to a district school who disregards SRC policy or administrative procedures.

All staff members shall be responsible for requiring a visitor demonstrate that s/he has registered at the school office and received authorization to be present for the purpose of conducting business. Staff members who observe visitors without proper identification shall report the information immediately to the school office.

Parents/Guardians may request to visit their child's classroom, but the request must be made prior to the visit, in accordance with established administrative procedures.[\[2\]](#)

Guidelines

~~In order to minimize interruption to the instructional program and to ensure safety, no visitor may confer with a teacher or student in school without the approval of the building principal or designee.~~

~~Should an emergency require that a student be called to the school office to meet a visitor, the building principal or designee shall be present during the meeting.~~

~~No visitor shall go directly to a classroom to deliver or pick-up students or speak to teachers unless such visits have been approved previously by the building principal or designee. Approval for taking a student from school shall be granted only to a parent/guardian having custody unless that parent/guardian gives explicit permission in writing to release the student to a designated family member or adult.~~

~~Failure to comply with this policy shall result in more limited access to the school as determined by the building principal, consistent with SRC policies, administrative procedures, district rules and federal and state law and regulations.~~

~~Building principals~~ shall have the right to adapt or set aside ~~established district rules or administrative~~ procedures in the event of special activities such as assembly programs, athletic events, or musical performances.

~~Relevant provisions~~ of this policy shall be ~~disseminated~~ in ~~student/school handbooks, in the Code of Student Conduct, on the district's website and through other efficient methods.~~

Copies of the City of Philadelphia ordinance ~~regarding~~ unauthorized entry on school premises and the SRC policy ~~on school visitors~~ and administrative procedures shall ~~also~~ be posted at all entrances to schools and at other appropriate places. [\[1\]](#)

Military Personnel

~~Members of the active and retired Armed Forces, including the National Guard and Reserves, shall be permitted to:~~ [\[3\]](#)[\[4\]](#)

- ~~1. Visit and meet with district employees and students when such visit is in compliance with SRC policy and district procedures.~~
- ~~2. Wear official military uniforms while on district property.~~

Legal References:

1. Philadelphia Code of Ordinances - Title 10, 10-824
2. 22 PA Code 14.108
3. 24 P.S. 2402 (Military Uniform)
4. Pol. 250 - Student Recruitment

Related Information:

- 24 P.S. 510
- 24 P.S. 696
- Philadelphia Home Rule Charter - 12-300

SCHOOL VISITORS ADMINISTRATIVE PROCEDURES
Attachment for Policy No. 907

The building principal or program supervisor must grant prior approval for the visit, and shall notify the classroom teacher prior to the visit.

Parents/Guardians shall be limited to one (1) class period per month, per child in the school for classroom visitations, in order to minimize disruption of the classroom schedule and the educational program. Parental participation in classroom activities or programs such as room parents, back-to-school events, and chaperones for field trips shall not constitute a classroom visit for purposes of this policy.

In order to minimize interruption to the instructional program and to ensure safety, no visitor may confer with a teacher or student **in school** without the approval of the **building principal or designee**.

The building principal or program supervisor and classroom teacher have the authority to ask a visitor to leave if the visitor disrupts the classroom routine, educational program or daily schedule, or if a visitor violates SRC policy. Failure to leave when asked or repeated, documented disruptions may result in loss of classroom visitation privileges.

Under exceptional circumstances and upon request of the building principal, program supervisor, classroom teacher or parent/guardian, the Superintendent may authorize additional or longer classroom visits by a parent/guardian.

Should an emergency require that a student be called to the school office to meet a visitor, the **building principal or designee** shall be present during the meeting.

No visitor shall go directly to a classroom to deliver or pick-up students or speak to teachers unless such visits have been approved previously by the **building principal or designee**. Approval for taking a student from school shall be granted only to a parent/guardian having custody unless that parent/guardian gives explicit permission in writing to release the student to a designated family member or adult.

Failure to comply with this policy shall result in more limited access to the school as determined by the building principal, consistent with SRC policies, administrative procedures, district rules and federal and state law and regulations.

Building principals shall have the right to adapt or set aside **established district rules or administrative** procedures in the event of special activities such as assembly programs, athletic events, or musical performances.

Relevant provisions of this policy shall be **disseminated** in **student/school handbooks, in the Code of Student Conduct, on the district's website and through other efficient methods.**

Copies of the City of Philadelphia ordinance **regarding** unauthorized entry on school premises and the **SRC** policy **on school visitors** and administrative procedures shall **also** be posted at all entrances to schools and at other appropriate places.[\[1\]](#)

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 900 Community

TITLE: Non School
Organizations/Groups/
Individuals

ADOPTED:

REVISED:

(NEW) NON SCHOOL ORGANIZATIONS/GROUPS/INDIVIDUALS

Purpose

Any requests from non school organizations, groups or individuals seeking to have students participate in or be informed of the opportunity to participate in non school-sponsored activities, awards or scholarships shall be governed by this policy and administrative procedures.

Definitions

Non school organizations, groups or individuals - partners as defined by organizations providing programs and services to schools at no cost to the schools or District and those entities that are not part of the school program, school-sponsored activities, or organized pursuant to the Pennsylvania School Code or School Reform Commission policy. When employees or Commissioners act on behalf of a non school organization or group, or on their own behalf, this policy applies to them. Students are governed by a separate and distinct policy regarding student expression and distribution and posting of materials.[1]

Non school materials - any printed or written materials prepared by non school organizations, groups or individuals for posting or general distribution which are not prepared as a part of the curricular or approved extracurricular programs of the district. This includes such things as fliers, invitations, announcements, pamphlets, posters, Internet bulletin boards, non school organization websites and the like.

Distribution - handing non school written materials to others on school property or during school-sponsored events; placing upon desks, tables, on or in lockers; or engaging in any other manner of delivery of non school written materials to others while on school property or during school functions. When e-mail, text messaging or other technological delivery is used as a means of distributing or accessing non school written materials via use of school equipment or while on school property or at school functions, it shall be governed by this policy.

Posting - publicly displaying non school written materials on school property or at school-sponsored events including, but not limited to, affixing such materials to walls,

doors, bulletin boards, easels, the outside of lockers, on district-sponsored websites, through other district-owned technology and the like.

Prohibited activities and materials - activities and materials which:

- 1. Are libelous, defamatory, obscene, lewd, vulgar, or profane.**
- 2. Violate federal, state or local laws.**
- 3. Violate SRC policy or administrative procedures.**
- 4. Advocate the use or advertise the availability of any substance or material that may reasonably be believed to constitute a direct and substantial danger to the health or welfare of students, such as tobacco, alcohol or illegal drugs.**
- 5. Incite violence.**
- 6. Advocate use of force or urge violation of federal, state or municipal law, SRC policy or administrative procedures.**
- 7. Interfere with or advocate interference with the rights of any individual or the orderly operation of the schools and their programs.**
- 8. Use racist, xenophobic, homophobic, misogynistic, or other derogatory or discriminatory language.**

Authority

It is the policy of the SRC that district facilities be used in accordance with the guidelines established in SRC policy.[4]

The SRC prohibits the use of students and staff members for advertising or promoting non school organizations, groups or individuals during instructional time or at school-sponsored locations or events not otherwise open to non school organizations, groups or individuals.

Mandatory Regulatory Procedures

Non school Activities/Materials

~~The SRC recognizes the social and educational values that may be derived from student participation in various activities sponsored by non school organizations, groups or individuals, but specifies that unreasonable demands on the time and energies of students and staff by such entities during school hours, or at school-sponsored activities be prevented.~~

~~Requests for student participation in non-school organizations, groups or individually sponsored activities must be made in writing to the Superintendent or designee in accordance with administrative procedures, written announcements and this policy.~~

~~Activities sponsored by non-school organizations, groups or individuals may not occur, and non-school written materials may not be used, during instructional time or school-sponsored activities unless they are of educational value to the school program, they benefit district students or the school community, and they are factually accurate. Prohibited activities or materials may never be used.~~

~~Where the non-school entity is a for-profit entity that will benefit commercially from an activity or distribution of its material during instructional time, other factors must outweigh the commercial benefit to the non-school entity; and the SRC must approve proposals that would commercially benefit a for-profit entity.~~

~~A review of any activities or non-school written materials under this policy shall not discriminate on the basis of content or viewpoint, except that prohibited activities or materials will be rejected, as will any activities or materials that do not comply with SRC policy, administrative procedures, or written announcements relating to the proposed non-school-sponsored activity or materials.~~

Fundraising

~~Fundraising by non-school organizations, groups or individuals is prohibited on school property or in the name of the school.~~[\[2\]](#)

~~Where activities or materials otherwise comply with this policy, administrative procedures and written announcements, fundraising activities may be announced.~~

~~Directory information regarding students or staff may only be released in accordance with law and SRC policy. Directory information for students or staff members will not be released to non-school organizations, groups or individuals that seek this information for the purpose of fundraising.~~

Charitable Campaigns

~~The SRC supports both the principle of voluntary charitable giving and the principle of fair and reasonable access of charitable organizations to district employees for the purpose of soliciting voluntary charitable contributions.~~

~~Charitable organizations seeking to solicit funds from students or staff throughout the district or in any of its regions shall submit a written request for approval to the Superintendent, who shall respond in writing. Requests for individual school solicitation shall be submitted in writing to the building principal who, after consultation with the Assistant Superintendent, shall respond in writing.~~

Scholarships/Awards

~~The SRC is appreciative of the generosity of organizations that offer scholarships or awards to deserving students; but, in accepting such offers, the SRC directs that established criteria be observed.~~

~~No information, either academic or personal, shall be released from a student's record for the purpose of selecting a scholarship or award winner without the permission of the student who is eighteen (18), or the parents/guardians of a student who is younger, in accordance with the SRC's policy on student records.[3]~~

~~The scholarship or award, and any pertinent restrictions, shall be approved by the SRC.~~

Travel Services/Foreign Trips

~~Solicitation and sale of travel services for foreign trips to students may be permitted with the approval of the SRC.~~

Delegation of Responsibility

The Superintendent or designee shall be responsible for carrying out the provisions of this policy, unless otherwise specifically noted in this policy, and develop administrative procedures to implement this policy.

Legal References:

1. Pol. 220 - Student Expression/Distribution and Posting of Materials
2. 24 P.S. 775
3. Pol. 216 - Student Records
4. Pol. 707 - Use of School Facilities

Related Information:

24 P.S. 510

24 P.S. 511

24 P.S. 696

24 P.S. 779

Philadelphia Home Rule Charter - 12-300

**ADMINISTRATIVE PROCEDURES FOR NON SCHOOL
ORGANIZATION/GROUPS/INDIVIDUALS
(Attachment for Policy No. 913)**

Non school Activities/Materials

The SRC recognizes the social and educational values that may be derived from student participation in various activities sponsored by non school organizations, groups or individuals, but specifies that unreasonable demands on the time and energies of students and staff by such entities during school hours, or at school-sponsored activities be prevented.

Requests for student participation in non school organizations, groups or individually sponsored activities must be made in writing to the Superintendent or designee in accordance with administrative procedures, written announcements and this policy.

Activities sponsored by non school organizations, groups or individuals may not occur, and non school written materials may not be used, during instructional time or school-sponsored activities unless they are of educational value to the school program, they benefit district students or the school community, and they are factually accurate. Prohibited activities or materials may never be used.

Where the non school entity is a for-profit entity that will benefit commercially from an activity or distribution of its material during instructional time, other factors must outweigh the commercial benefit to the non school entity; and the SRC must approve proposals that would commercially benefit a for-profit entity.

A review of any activities or non school written materials under this policy shall not discriminate on the basis of content or viewpoint. Prohibited activities or materials will be rejected, as will any activities or materials that do not comply with SRC policy, administrative procedures, or written announcements relating to the proposed non school-sponsored activity or materials.

Fundraising

Fundraising by non school organizations, groups or individuals is prohibited on school property or in the name of the school.[\[2\]](#)

Where activities or materials otherwise comply with this policy, administrative procedures and written announcements, fundraising activities may be announced.

Directory information regarding students or staff may only be released in accordance with law and SRC policy. Directory information for students or staff members will not be

released to non school organizations, groups or individuals that seek this information for the purpose of fundraising.

Charitable Campaigns

The SRC supports both the principle of voluntary charitable giving and the principle of fair and reasonable access of charitable organizations to district employees for the purpose of soliciting voluntary charitable contributions.

Charitable organizations seeking to solicit funds from students or staff throughout the district or in any of its regions shall submit a written request for approval to the Superintendent, who shall respond in writing. Requests for individual school solicitation shall be submitted in writing to the building principal who, after consultation with the Assistant Superintendent, shall respond in writing.

Scholarships/Awards

The SRC is appreciative of the generosity of organizations that offer scholarships or awards to deserving students; but, in accepting such offers, the SRC directs that established criteria be observed.

No information, either academic or personal, shall be released from a student's record for the purpose of selecting a scholarship or award winner without the permission of the student who is eighteen (18), or the parents/guardians of a student who is younger, in accordance with the SRC's policy on student records.[3]

The scholarship or award, and any pertinent restrictions, shall be approved by the SRC.

Travel Services/Foreign Trips

Solicitation and sale of travel services for foreign trips to students may be permitted with the approval of the SRC.

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Student
Expression/Distribution and
Posting of Materials

ADOPTED: April 27, 1981

REVISED: April 26, 2018

220 STUDENT EXPRESSION/DISTRIBUTION AND POSTING OF MATERIALS

Purpose

The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and by the Constitution of the Commonwealth. The School Reform Commission respects the right of students to express themselves in word or symbol and to distribute and post materials in areas designated for posting as a part of that expression. The SRC also recognizes that exercise of that right must be limited by the district's responsibility to maintain an orderly school environment and to protect the rights of all members of the school community.[\[1\]](#)

This policy also governs when email, text messaging or other technological delivery is used as a means of distributing or accessing non-school materials via use of school equipment or while on school property or at school functions. This policy also covers off-campus or after hours distribution, including technological distribution, that does or is likely to materially or substantially interfere with the educational process, including school activities, school work, or discipline and order on school property or at school functions; threatens serious harm to the school or community; encourages unlawful activity; or interferes with another's rights.

This policy addresses student expression in general and in the distribution and posting of materials that are not part of district-sponsored activities. Materials sought to be distributed or posted as part of curricular or extracurricular programs of the District shall be regulated as part of the school district's educational program.

Definitions

Distribution - students handing non-school materials to others on school property or during school-sponsored events; placing upon desks, on or in lockers; or engaging in any other manner of delivery of non-school materials to others while on school property or during school functions.

Expression - verbal, written or symbolic representation or communication.

Non-school materials - any printed or written materials for posting or general distribution to others that are not prepared as part of the curricular or extracurricular program of the District, including but not limited to fliers, invitations, announcements, pamphlets, posters, internet bulletin boards, personal websites and the like.

Posting - publicly displaying non-school materials on school property or at school-sponsored events, including but not limited to affixing such materials to walls, doors, bulletin boards, easels, the outside of lockers; on district-sponsored or student websites; through other district-owned technology and the like.

Authority

Students have the right to express themselves unless such expression is likely to, or does, materially or substantially interfere with the educational process, including school activities, school work, or discipline and order on school property or at school functions; threatens serious harm to the school or community; encourages unlawful activity; or interferes with another student's rights.[\[1\]](#)

Student expression that occurs on school property or at school-sponsored events is fully governed by this policy. In addition, off-campus or after hours expression is governed by this policy if the student expression involved constitutes unprotected expression as stated in this policy and provided the off-campus or after hours expression does or is likely to materially or substantially interfere with the educational process, including school activities, school work, or discipline and order on school property or at school functions; threatens serious harm to the school or community; encourages unlawful activity; or interferes with another's rights.[\[1\]](#)[\[2\]](#)[\[3\]](#)

The SRC shall require that distribution and posting of non-school materials occur only at the places and during the times set forth in written administrative procedures. Such procedures shall be written to permit the orderly operation of schools, while recognizing the rights of students to engage in protected expression.[\[1\]](#)

Unprotected Student Expression

The SRC reserves the right to designate and to prohibit manifestations of student expression that are not protected by the right of free expression because they violate the rights of others or where such expression is likely to or does materially or substantially interfere with school activities, school work, or discipline and order on school property or at school functions including but not limited to:

1. Libel of any specific person or persons.
2. Advocating the use or advertising the availability of any substance or material that may reasonably be believed to constitute a direct and serious danger to the health or welfare of students.
3. Using obscene, lewd, vulgar or profane language – whether verbal, written or symbolic.[\[3\]](#)

4. Inciting violence; advocating use of force; or encouraging violation of federal, state or municipal law, SRC policy or district rules or regulations.
5. Expressions that are likely to or do materially or substantially interfere with the educational process, including school activities, school work, or discipline and order on school property or at school functions; threaten serious harm to the school or community; encourage unlawful activity; or interfere with another's rights.
6. Violating written school district administrative procedures on time, place and manner for posting and distribution of otherwise protected expression.

Spontaneous student expression which is otherwise protected speech is not prohibited by this section.

Discipline for Engaging in Unprotected Expression

The SRC reserves the right to prohibit the posting or distribution of non-school materials containing unprotected expression and to prohibit students from engaging in other unprotected student expression, as well as to stop unprotected student expression when it occurs. The SRC reserves the right to discipline students in accordance with the Student Code of Conduct for engaging in unprotected expression. Where such expression occurs off campus and away from school functions, a nexus between the unprotected expression and a substantial and material disruption of the school program must be established.

Distribution of Non-school Materials

~~The SRC requires that students who wish to distribute or post non-school materials on school property shall submit them one (1) school day in advance of planned distribution or posting to the building principal or designee, who shall forward a copy to the Superintendent.~~[\[H\]](#)

~~If the non-school materials contain unprotected expression as stated in this policy, the building principal or designee shall notify the students that they may not post or distribute the materials because the materials constitute a violation of SRC policy.~~

~~If notice is not given during the period between submission and the time for the planned distribution or posting, students may proceed with the planned distribution or posting, provided they comply with written administrative procedures on time, place and manner of posting or distribution of non-school materials.~~

~~Students who post or distribute non-school materials in compliance with this provision may still be ordered to desist such distribution if the materials are later found to be unprotected expression under this policy.~~

~~Students who distribute printed materials shall be responsible for clearing any litter that results from their activity and shall schedule the event so that they do not miss instructional time.~~

~~Posting of Non-school Materials~~

~~If a school building has an area where individuals are allowed to post non-school materials, students may post such items as well, if the materials do not constitute unprotected expression and the items are submitted for prior review in the same manner as if the students were going to distribute them.~~

~~Such materials shall be officially dated, and the district may remove the materials after ten (10) days of the posting or other reasonable time as stated in the administrative procedures relating to posting.~~

~~Review of Student Expression~~

~~School officials shall not censor or restrict non-school materials or other student expression for the sole reason that it is critical of the school or its administration, or because the views espoused are unpopular or may make people uncomfortable.~~

~~Student-initiated religious expression is permissible and shall not be prohibited except as to time, place and manner of distribution, or if the expression involved violates some other part of this policy, e.g., because it is independently determined to be unprotected expression under the standards and definitions of this policy. Time place and manner restrictions place on religious expression must be content neutral, reasonable, and nondiscriminatory.~~

~~The review for unprotected expression shall be reasonable and not calculated to delay distribution.~~

~~Appeal of the reviewer's decision may be made to the Superintendent and then to the SRC, in accordance with SRC policy and district regulations or procedures.[4]~~

~~Delegation of Responsibility~~

~~The Superintendent shall assist the building principal in determining the designation of the places and times which non-school materials may be distributed in each school building. Such designations may take into account maintenance of the flow of student traffic throughout the school and shall limit distribution of non-school materials to non-instructional times.~~

~~Disciplinary action may be determined by the school administrators for students who distribute or post non-school materials in violation of this policy and district regulations or procedures, or who continue the manifestation of unprotected expression after the building principal or their designee request that they desist. Disciplinary actions shall be included in the disciplinary Code of Student Conduct.[5]~~

This SRC policy and any administrative procedures written to implement this policy shall be referenced in student handbooks so that students can access them for further information.

Legal References:

1. 22 PA Code 12.9

2. 24 P.S. 511

3. 22 PA Code 12.2

4. Pol. 219 - Student Complaint Process

5. Pol. 218 - Student Conduct and Discipline

Related Information:

24 P.S. 510

Philadelphia Home Rule Charter - 12-300

Pol. 815: Acceptable Use of Internet, Technology, and Network Resources

STUDENT EXPRESSION/DISTRIBUTION AND POSTING OF MATERIALS

(Attachment for Policy No. 220)

Distribution of Non-school Materials

The SRC requires that students who wish to distribute or post non-school materials on school property shall submit them one (1) week in advance of planned distribution or posting to the building principal or designee, who shall forward a copy to the Superintendent or designee.

If the non-school materials contain unprotected expression as stated in this policy, the building principal or designee shall notify the students that they may not post or distribute the materials because the materials constitute a violation of SRC policy.

If notice is not given during the period between submission and the time for the planned distribution or posting, students may proceed with the planned distribution or posting, provided they comply with written administrative procedures on time, place and manner of posting or distribution of non-school materials.

Students who post or distribute non-school materials in compliance with this provision may still be ordered to desist such distribution if the materials are later found to be unprotected expression under this policy.

Students who distribute printed materials shall be responsible for clearing any litter that results from their activity and shall schedule the event so that they do not miss instructional time.

Posting of Non-school Materials

If a school building has an area where individuals are allowed to post non-school materials, students may post such items as well, if the materials do not constitute unprotected expression and the items are submitted for prior review in the same manner as if the students were going to distribute them.

Such materials shall be officially dated, and the district may remove the materials after ten (10) days of the posting or other reasonable time as stated in the administrative procedures relating to posting.

Review of Student Expression

School officials shall not censor or restrict non-school materials or other student expression for the sole reason that it is critical of the school or its administration, or because the views espoused are unpopular or may make people uncomfortable.

Student-initiated religious expression is permissible and shall not be prohibited except as to time, place and manner of distribution, or if the expression involved violates some other part of this policy, e.g., because it is independently determined to be unprotected expression under the standards and definitions of this policy. Time place and manner restrictions place on religious expression must be content neutral, reasonable, and nondiscriminatory.

The review for unprotected expression shall be reasonable and not calculated to delay distribution.

Appeal of the reviewer's decision may be made to the Superintendent and then to the SRC, in accordance with SRC policy and district regulations or procedures.[4]

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Pregnant/Parenting/
Married Students

ADOPTED: April 27, 1981

REVISED: April 26, 2018

PREGNANT/PARENTING/MARRIED STUDENTS

Purpose

A student who is eligible to attend district schools **and who is married and/or pregnant/parenting** shall not be denied an educational program solely because of **marriage**, pregnancy, pregnancy-related disabilities, or potential or actual parenthood.[\[1\]](#)

The District recognizes that young parents who leave school early face greater hardship and poverty than young people who complete their education. Therefore, enhancing educational opportunities and improving outcomes for all students remains a priority. The District is committed to supporting the retention of pregnant and parenting students in schools and acknowledges that one of the most effective ways to minimize the risk of negative outcomes in terms of health, welfare and educational achievement is to support pregnant and parenting students to remain connected to learning.

Mandatory Regulatory Guidelines

No school shall deny enrollment based upon a student's marital, pregnant or parenting status. Pregnant, parenting, and married students have the right to enroll in any school or program for which they would otherwise qualify. Pregnant/parenting/married students under the age of seventeen (17) are not excused from the requirements of compulsory attendance solely for the reasons of pregnancy or maternity. [1][2][3]

Students shall not be expelled, suspended, or otherwise excluded from, or required to participate in, any school programs solely on the basis of their pregnancy-related condition, or marital status. [1][2][3]

The district shall not discriminate against any student on the basis of the student's actual or potential parental, family or marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. [2][3][4]

Education and Support Services for Pregnant and Parenting Students

Students shall not be excluded from, denied the benefit of, or discriminated against any education programming or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom. [2][3]

Any education program or activity that is offered separately to pregnant students, including any class or extracurricular activity, shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary. [2][3]

To the extent feasible, educational and support services shall be provided, either through the district or in collaboration with community agencies and organizations, to meet the needs of pregnant or parenting students on a case by-case basis and appropriate to the student's individual needs. The student may continue attending school in the regular classroom or continuation education setting, or enroll in Philadelphia Virtual Academy.

Students who believe that they have been subject to discrimination or harassment due to their parental, pregnancy or marital status may file a complaint in accordance to the student complaint process or seek resolution with the District's Title IX Coordinator. [2][3]

Students will be allowed to return to the same academic and extracurricular status as before medical leave began, which should include giving students the opportunity to make up any work missed while they were out. [2][3] Students are expected to resume progress toward the completion of all assignments and activities as appropriate to their grade level and benchmarks. Teachers are encouraged to remain flexible in their expectations of students who become new parents, so that students can meet the demands of their studies at the same time that they face new demands in their parental roles.

~~A pregnant student [1] who wishes to attend regular classes and participate in extracurricular programs of the schools may be required to present to the Superintendent or designee a licensed physician's written statement that such activity will not be injurious to her health nor jeopardize her pregnancy.~~

Attendance and Absenteeism

The Superintendent or designee may grant students a leave of absence due to pregnancy, childbirth or abortion for as long as it is deemed medically necessary. At the conclusion of the leave, the student shall be allowed to reenter the school and be reinstated to the status held when the leave began in the same manner as any student whose nonattendance is a result of an excused absence or temporary disability. [2][3][6][7][8][9][10]

Like teen mothers, teen fathers must grapple with the regular trials of adolescence while also attempting to navigate parenthood. We want young dads to be responsible and nurturing parents, and to receive effective support and guidance. Schools are to remain flexible when supporting male students in their parenting role.

After delivery, the custodial parenting student's absence from school shall be permitted for a period not to exceed thirty (30) school days for the mother's physical recovery and/or adjustment to parenting, unless an extension of time is medically justified. It shall be necessary for the student to present a medical certification in the form of a note from his/her doctor explaining that the student is unable to attend school and the note must also specify the beginning and end dates of the leave of absence deemed necessary by the doctor.

Pregnant and parenting students also may request exemption from attendance because of a physical or mental condition or because of personal services that must be rendered to a dependent. [11]

Absences of parenting students shall be considered excused when absent due to the illness or medical appointment of a child or for whom the student is the custodial parent. Schools may require verification for illness absences in accordance with policies applicable to all students.

Health Services

Students are permitted to take a leave of absence for pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom for so long a period of time as is deemed medically necessary by the student's physician, at the conclusion of which the student shall be reinstated to the status which she held when the leave began. [2][3][6][8]

A physician's note certifying that the student is physically and emotionally able to continue participation shall be required under the terms and conditions authorized by Policy 117: Homebound Instruction.[3] [4] [5] [2][3][8]

A pregnant/parenting student whose mental or physical condition prevents his/her from attending regular classes, when such condition is certified by a licensed physician, may be assigned to homebound instruction.[2][3][8][12]

Homebound instruction shall not be granted to the student because of lack of child care or solely because the student is in her third trimester.

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding.

~~A student who has been assigned to homebound instruction for reasons associated with her pregnancy or parenting shall be readmitted to the regular school program upon her request and the written statement of a licensed physician that she is physically fit to do so.~~

Confidential Communications

Health and personal information is confidential and should not appear in cumulative records. Pregnancy information is confidential and shall not be considered for educational of job opportunities, awards or scholarships.

All health records established and maintained shall be confidential, and their contents shall be divulged only when necessary for the health of the child or at the request of the parent or guardian to a physician legally qualified to practice medicine and surgery or osteopathy or osteopathic surgery in the Commonwealth. This reference pertains strictly to health records. [13][14][15][16]

An exception to confidentiality includes but not limited to, suspicion of child abuse, or a clear and present danger to the health safety of student. Information received in confidence from a student may be revealed to the student's parents or guardians, the principal or other appropriate authority when the health, welfare or safety of the student or other persons is clearly in jeopardy. [17]

Delegation of Responsibility

The Superintendent or designee shall develop **administrative** procedures for implementing this policy which include:

1. **Reasonable adjustments to facilitate full education participation**[6] .
2. **Offering** counseling services to help students plan their future.
3. Referrals to special programs or services to which the student may be assigned, upon request.
4. Cooperation with community resources to assist students.
5. **Data collection and reporting on participation rates in district programs and services, academic achievement, school attendance, and graduation rates.**

Legal References:

1. [22 PA Code 12.1](#)
2. [34 CFR 106.40](#)
3. [Title IX Marital or Parental Status \(17½§ __.445\)](#)
4. Pol. 103 - [Nondiscrimination in School and Classroom Practices](#)
5. Pol. 219 - [Student Complaint Process](#)
6. [24 P.S. § 13-1327](#)
7. Pol. 204 – [Attendance](#)
8. Pol. 117 - [Homebound Instruction](#)
9. [24 P.S. 1329](#)
10. [22 Pa. Code §11.25](#)
11. [Education Code 48410](#)
12. [22 Pa. Code §11.34](#)
13. Pol. 207 - [Confidential Communications of Students](#)
14. Pol. 216 - [Student Records](#)
15. [Pa. Code § 14-1409](#)
16. [216 Student Records](#)
17. [22 PA Code, Chapter 12, § 12.12](#)

Related Information:

Purdon's Statutes

[24 P.S. 510](#)

[24 P.S. 696](#)

[24 P.S. 1326](#)

[24 P.S. 1327](#)

[24 P.S. 1327.1](#)

[24 P.S. 1329](#)

[24 P.S. 1330](#)

[24 P.S. 1371](#)

[24 P.S. 2103](#)

State Board of Education Regulations

[22 Pa. Code §11.13](#)

[22 Pa. Code §11.25](#)

[22 Pa. Code §11.34](#)

Other

[Know Your Rights: Pregnant or Parenting? Title IX Protects You From Discrimination At School](#)

[Supporting the Academic Success of Pregnant and Parenting Students Under Title IX of the Education Amendments of 1972](#)

PREGNANT/PARENTING/MARRIED STUDENTS

ADMINISTRATIVE PROCEDURES: (Attachment for Policy No. 234)

I. PURPOSE

The School District of Philadelphia (the District) is committed to the protection of the educational rights of married and/or pregnant/parenting students. Pregnant and parenting students, regardless of their marital status, have the same rights as any other student to attend any district school or program and to do so in an environment free of discrimination or harassment. The District shall make reasonable adjustments to facilitate the equal access and full participation of pregnant and parenting students.

II. DEFINITIONS

- Pregnant student: A female student who is pregnant. May also be referred to as an expectant student.
- Parenting student: Any student, male or female who is the biological parent or legal guardian of a child. May also be referred to as a school-age parent, teen parent or adolescent parent. Parenting student does not include any person whose parental rights have been terminated.
- Biological Parent: A parent who has conceived (biological mother) or sired (biological father) rather than adopted a child and whose genes are therefore transmitted to the child.
- Custodial Parent: The parent who has either sole physical custody of the child or the parent with whom the child resides for a majority of the time. Although courts often give two parents who are both fit parents joint custody of the child, the court may refer to the parent with the larger timeshare with the child as a custodial parent at times in court documents and during hearings.
- ELECT Program: Education Leading to Employment and Career Training (ELECT) is a comprehensive, school-based, community-linked program that provides a broad array of academic and social service supports designed to help expectant and parenting students stay in school, earn a high school diploma or GED, and achieve the self-sufficiency required to make a successful transition to employment.
- Approved Documentation of Parenting Status: The following documents of evidence include: (1) birth certificate, (2) ultrasound, (3) letter from physician, (4) WIC paperwork, and/or (5) child's medical card.
- False Pregnancy or Pseudocyesis: A condition in which a woman believes that she's pregnant, yet conception hasn't taken place and no baby is forming inside.
- Reasonable Adjustments: Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. For example, a larger desk, elevator access, or allowing you to make frequent trips to the restroom, when necessary because of your pregnancy.

III. RESPONSIBILITY

The Office of Family and Community Engagement is responsible for ensuring that pregnant and parenting students are informed of their rights under policy 234. Each school within the District also has the responsibility to post and share this information with students and must:

- Disseminate this policy among all school staff and administration, and must inform school staff students, and parents about the policy at the beginning of each school year, to ensure all parties are made aware of their student rights and responsibilities set forth in this policy to help students stay on track toward graduation.
- Identify a Teen Parent Student Liaison to counsel students and to interface with internal and external resources. This individual may be a counselor, school nurse or member of the school administration. The Teen Parent Student Liaison shall:
 - i. Provide pregnant and/or parenting students with information about Title IX rights and how to report suspected Title IX violations.
 - ii. With consent of the student make referrals to the ELECT program.
 - iii. Data entry students' pregnant/parenting status in the student information system.
 - iv. Before, during and after teen parent leave, link the student to academic and social supports within in the District and outside of the school (child care, health care, etc.).

IV. REGULATORY GUIDANCE

School Reform Commission Policy 234 ("PREGNANT/PARENTING/MARRIED STUDENTS," states that a student who is eligible to attend district schools **and who is married and/or pregnant/parenting** shall not be denied an educational program solely because of **marriage**, pregnancy, pregnancy-related disabilities, or potential or actual parenthood. Title IX of the Educational Amendments of 1972 and its implementing regulations stipulate that¹:

- No rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex shall be applied (*Section 106.40*).
- Schools must treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom in the same manner and under the same policies as any other temporary disability with respect to any medical or hospital benefit, service, plan or policy the school administers, operates, offers, or participates in with respect to the school's students (*Section 106.40*).
- A physician's note certifying that the student is physically and emotionally able to continue participation may be required only if such certification is required for all students for other physical or emotional conditions requiring the attention of a physician (*Section 106.40*).
- Students are permitted to take a leave of absence for pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom for so long a period of time as is deemed medically necessary by the students' physician, at the conclusion of which

¹ Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1688; 34 CFR§§ 106.31-106.40; 34 CFR§§ 106.8 (1975).
<http://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr106.html>

the student shall be reinstated to the status which she held when the leave began (*Section 106.40*).

- Students shall not be discriminated against or excluded from education programming or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery there from (*Section 106.40*).
- A student may participate in a program or activity for pregnant students, but participation must be completely voluntary and the separate program or activity must be comparable to that offered to non-pregnant students (*Section 106.40*).
- Students who believe that they have been subject to discrimination or harassment due to their pregnancy may file a complaint or seek resolution with the District's Title IV Coordinator.

V. REASONABLE ADJUSTMENTS TO FACILITATE FULL EDUCATION PARTICIPATION

District schools shall make reasonable adjustments to facilitate the equal access and full participation of pregnant and parenting students in all school programs and activities. Such accommodations, implemented on a case-by-case basis, may include, but are not limited to, the following:

- Providing schedule flexibility (later start times, changes to academic roster) whenever possible to enable full participation and reduce school tardiness and absences due to medical, childcare or other pregnancy or parenting related concerns;
- Permitting additional time to the pregnant or parenting student for class changes;
- Permitting the pregnant student the use of elevators when this need is supported by the student's physician and when it is possible to do so;
- Permitting the pregnant and parenting student to engage in alternative activities that satisfy physical education requirements when requested by the pregnant or parenting student and her physician;
- Providing hall passes for bathroom use; and
- Providing pregnant and parenting students with class and homework assignments missed during any short term, excused period of absence (i.e., longer than one week but less than four weeks) to enable the student to complete the assignments and receive credit for them if they are satisfactorily completed by the student within a reasonable amount of time. Tests may also be made up within a reasonable amount of time, and the teacher has discretion to determine if the same or reasonably equivalent test shall be administered.

VI. BREASTFEEDING STUDENTS

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be

provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to:

1. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child;
2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk;
3. Access to a power source for a breast pump or any other equipment used to express breast milk; and
4. Access to a place to store expressed breast milk safely. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child.

VII. SCHOOL UNIFORMS

Pregnant students will not be denied attendance at school or otherwise denied an education for failing to wear clothing that complies with the district-wide or school specific uniform code, if such failure is due to pregnancy. Issuing a suspension to a student or taking any punitive disciplinary action against a student not in uniform (such as sending the student home or not allowing the student to attend class) is prohibited and a violation of the Student Code of Conduct and District policy. Pregnant students are allowed to wear appropriate maternity tops and bottoms that are the same colors designated for the school's uniform.

VIII. ATTENDANCE and TARDINESS

Every child between the ages of 6 and 21 has the right to attend school. Pregnant and parenting students have the same rights and obligations under compulsory school attendance laws. These attendance rights and obligations apply to students regardless of their marital or parental status. All schools shall maintain an attendance policy that: (1) provides thirty (30) days of excused absences for a student who provides documentation of the birth of the student's child; and (2) provide excused absences for a student who provides appropriate documentation of pregnancy or that the student is the parent of a child needing care.

Students who are pregnant: All efforts should be made to ensure that the pregnant student is enrolled and attending school.

Complicated Pregnancy: If complications arise during pregnancy such that attendance at school would be harmful to the physical or mental health of the pregnant student or infant, the student should submit a statement from the attending physician specifically supporting the absence and requesting homebound instruction for a specific period of time.

If a pregnant student has a medical reason to limit her participation in her regular school program, it is the responsibility of the student/parent to provide the school with appropriate documentation from her medical provider. The principal or designee shall establish procedures to develop an educational plan consistent with the health care provider's instructions. Subject teachers should be alerted if special considerations for the student's health are required. Schools

should make reasonable adjustments when provided with such information in the same manner as is provided to any other student with a health condition.

a) Short Term Excused Absences and Late Arrival / Early Dismissal

A student who is the (biological / custodial) parent of a child shall be considered excused when his or her absence or tardiness is due to the illness or the medical appointment of his/her child.

A student who is the parent of a child shall be allowed to sign out early from school due to an emergency related to their child (e.g. need to pick up their child from child care, medical emergency, etc.)

A student who is the parent of a child shall also be considered excused due to lack of child care when the student has made a reasonable effort to secure and maintain reliable child care.

A school may require verification of appointments from pregnant students' licensed healthcare providers or the licensed healthcare providers for students' children only if such verification is also required from students for other medically related absences.

b) Long Term Excused Absences and Pregnancy / Teen Parent Leave

Students are entitled to an extended absence or leave of absence for reasons of pregnancy and related medical conditions, including pregnancy-related illness or health condition, childbirth, and recovery. The leave shall be for at least thirty (30) days and/or the duration deemed medically necessary by the student's licensed healthcare provider recuperate from child birth and arrange for child care. The student should submit a statement from the attending physician stating the birth date of the infant. Following the six week post-partum period, once cleared by a physician for a female student, the parenting student shall follow the School District of Philadelphia policies for absences.

School Administration may excuse absences due to pregnancy or childbirth for as long as the student's doctor says it is necessary.

Students will be allowed to return to the same academic and extracurricular status as before medical leave began, which should include giving students the opportunity to complete all assignments and tests missed, or a reasonable equivalent of the work missed during their absence within a reasonable time period. Teachers may not refuse to allow pregnant or parenting students to submit work after a deadline was missed because of pregnancy or childbirth. If teachers' grading is based in part on class participation or attendance in which students' missed class because of pregnancy or childbirth, they should be allowed to make up the participation or attendance credits they didn't have the chance to earn.

Teachers shall follow the Title IX requirements related to excused absences/medical leave. Schools will support the continuation of learning during excused absence and leave, as medically appropriate. Every reasonable effort should be made to provide homework and make-up work to remain current with assignments and to avoid losing academic time.

c) Absence Codes

Absence Code	Absence Reason	Excuse Code	Status Code
1	Excused Absence or Other Urgent Reasons (Principal's Approval)	Absent	Excused
4	Excused Early Dismissal	Early Release	Excused
5	Illness	Absent	Excused
13	Excused Lateness	Tardy	Excused

IX. HOMEBOUND

The purpose of homebound instruction is to provide students with some level of instructional services during a temporary period of absence so that, on return to school, they can re-engage successfully with their instructional program. Pregnant and parenting students are expected to abide by the School District of Philadelphia's homebound and attendance policies. Pregnancy and recovery from childbirth are not considered medical conditions that meet eligibility for homebound instruction. Homebound instruction is not to be granted to the student teen parent due to lack of child care and is not to be granted solely because the pregnant student is in her third trimester. The eligibility criteria for participation in homebound instruction are the same for all students, whether or not they are pregnant or have given birth.

In order for a pregnant or parenting student to be eligible for homebound instruction a physician must certify that the student is under medical care for an illness or injury that is acute, catastrophic or chronic in nature (i.e. placenta previa, placental abruption, preeclampsia, at risk of preterm labor, etc.), and unable to attend school for a period of at least four (4) weeks. The criteria described above would have to be met in order for a student to receive homebound instruction for medical circumstances related to pregnancy or recovery from childbirth, including cesarean section delivery.

If assistance is needed in determining the proper, procedures for homebound instruction contact School Health Services at 215-400-4170.

X. CONFIDENTIALITY AND DISCLOSURE OF PREGNANCY AND PARENTING STATUS

Pregnant and parenting students have the right to have their health and personal information regarding their pregnancies and related conditions kept confidential within the boundaries of applicable law.

Personal information students share with school personnel such as the school nurse, social-worker or counselor is confidential and should not appear in the student's academic record or discussed with others without their permission. An exception to this rule of confidentiality includes, but is not limited to, a reasonable suspicion of child abuse, neglect, or a clear and present danger to the health or safety of the student. The child abuse reporting responsibility DOES NOT include notifying students' parents or guardians of a pregnancy or related conditions.

In cases where students' parents or guardians are unaware of a pregnancy, students may be encouraged to involve his/her parents or guardians but may not be coerced or forced to do so.

Any data collected should be tracked using the student's school ID# and de-identify the parenting status of the student from his/her academic record. Only a limited number of school staff such as the nurse or counselor should have access to data where the student's name is attached to parenting status. Staff collecting the data should explain that recording the student's parenting status allows the District to learn how many parenting students there are and how best to ensure these students have the supports they need to succeed.

Schools shall consult with the school nurse or the District's Medical Director, Deputy Chief of Health Services regarding health and medical concerns and medical release related to pregnancy. Every case is different, and school staff is advised to use their judgment and collaborate with their nurse and counseling staff as appropriate to determine what adjustments are necessary.

XI. RECORDING PREGNANT AND PARENTING STUDENTS

The School District of Philadelphia has an established goal of providing pregnant and parenting students enrolled in its schools with supports and services they need to succeed as successful parents, students, and citizens. The District, along with its partners and service providers, strive to address the needs of its large urban youth population in the areas of education, social service, health care support, referral to childcare services, and preparation for employment.

In order to make sure all eligible students are being served and ensure adequate resources at each school, a pregnant and parenting tab in the student information system, Infinite Campus (IC), has been implemented to record pregnant and parenting students. All students who disclose their pregnant and/or parenting status must be entered into the tab by appropriate school personnel. Appropriate school personnel include, but are not limited to, the school principal, assistant principal, guidance counselor, and school nurse. Students who would like to be contacted regarding additional supports provided by the District must sign a consent form before being contacted. After signing the consent, a member of the pregnant and parenting teen support program will fully discuss the benefits of the program with a student and answer any questions the student may have. A copy of the consent form can be found on the last page of this document. A walkthrough of how to use the pregnant and parenting tab in IC can be found below.

If a student discloses their pregnant and parenting status to appropriate school personnel, it is the duty of the school personnel to inform the student of supports for pregnant and parenting students available through the District and report this information in the Student Information System (SIS). Personnel must record the disclosure of student supports available, record start date, expectant parent status, and pregnancy due date in the SIS. After the delivery of a child, appropriate school personnel will be responsible for entering the student's delivery date and the date approved leave will end after 30 excused absences in the SIS. If the student is already parenting, school personnel will be responsible for discussing supports available through the District and recording record start date, parenting status and number of child the student parents. If a student is no longer pregnant or no longer parenting, the appropriate school personnel must update the record in the SIS. Students interested in receiving additional supports for pregnant and parenting teens from the District must sign a consent prior to their information being shared.

CONSENT AND REFERRAL

The Teen Parent Student Liaison or other approved school staff such as a school nurse, social-worker or counselor shall make all students aware of the services offered through the ELECT program. If students consent, a referral shall be made to the ELECT program by filling out the ELECT Student Referral Form. The Teen Parent Student Liaison or other approved staff will also enter data pertaining to students' parenting status in the Student Information System only after obtaining consent. Approved staff will be responsible for the entering the following fields:

- Expectant Parent Status
- Pregnant Student Status
- Number of Children
- Date Consent Signed



The School District of Philadelphia
440 N. Broad Street, Suite 1114
Philadelphia, PA 19130
Phone: (215) 400-4250
Fax: (215) 400-4278

ELECT Student Referral Form

Student Information

Date _____

Student Name _____

Student ID _____

Student School _____

Grade _____

Student Date of Birth _____

Email Address _____

Phone Number _____

Alternate Phone Number _____

Are you currently pregnant? (Yes or No) _____

Are you currently parenting? (Yes or No) _____

If yes, How many children? _____

Consent to be Contacted

I agree to have my parenting status tracked and be contacted by a member of the School District of Philadelphia's ELECT Program or one of their representatives. I have made this decision based on the information I have read in ELECT brochure. I understand that I may withdraw this consent at any time without penalty or negative consequences.

Student's Name (please print) _____

Student's Signature _____ Date _____

SDP Representative's Name (please print) _____

SDP Representative's Position (please print) _____

SDP Representative's Signature _____ Date _____

For SDP ELECT Use Only

Date Received: _____ Date Contacted: _____

Enrolled (Yes/No) _____ Enrollment Date: _____

Referral may be emailed to ELECTData@philasd.org or faxed to 215-400-4278

For Questions or Concerns:

Please call 215-400-4250 or email elect@philasd.org with any further questions or concerns.

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 302

SECTION: Employees

TITLE: Employment of
Superintendent

ADOPTED: June 27, 1994

REVISED: April 26, 2018

302 EMPLOYMENT OF SUPERINTENDENT

Purpose

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

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

Authority

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

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

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

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

Mandatory Regulatory Procedures:

Recruitment and Assessment of Candidates

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

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

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

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

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

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

Pre-Employment Requirements

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

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

Each candidate shall report, on the designated form, all arrests and convictions as specified on the form. Candidates shall likewise report arrests and/or convictions that occur subsequent to initially submitting the form. Failure to accurately report such arrests and convictions may subject the individual to denial of employment, termination if already hired, and/or criminal prosecution.[13]

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

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

Employment Contracts

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

1. Contain the mutual and complete agreement between the Superintendent and the SRC with respect to the terms and conditions of employment.
2. Consistent with state certification requirements, specify the duties, responsibilities, job description and performance expectations, including performance standards and assessments as required by law.[16][17][18][19]
3. Incorporate all provisions relating to compensation and benefits to be paid to or on behalf of the Superintendent.[20]
4. Specify the term of employment and state that the contract shall terminate immediately, except as otherwise provided by law, upon the expiration of the term unless the contract is allowed to renew automatically as required by law.[3]
5. Specify the termination, buyout and severance provisions, including all post employment compensation and the period of time in which the compensation shall be provided.

Termination, buyout and severance provisions may not be modified during the course of the contract or in the event a contract is terminated prematurely.

6. Contain provisions relating to outside work that may be performed, if any.[\[21\]](#)[\[22\]](#)
7. State that any modification to the contract must be in writing.
8. State that the contract shall be governed by the laws of the Commonwealth.
9. Limit compensation for unused sick leave in employment contracts for Superintendents who have no prior experience as a district superintendent or assistant superintendent to the maximum compensation for unused sick leave under the school district's administrative compensation plan in effect at the time of the contract.
10. Limit transferred sick leave from previous employment to not more than thirty (30) days for Superintendents who have no prior experience as a district superintendent or assistant superintendent.
11. Specify postretirement benefits and the period of time in which the benefits shall be provided.

Renewal

In order to renew the contract of a Superintendent the SRC shall notify the Superintendent of their intent to retain him/her for a further term through a majority vote of the SRC at a regular meeting of the SRC occurring at least ninety (90) days prior to the expiration date of the Superintendent's term of office. In the event that the SRC fails to take such action, the Superintendent shall continue in office for a further term of one (1) year. Upon the conclusion of this year, the Superintendent's term of office shall terminate unless the SRC has taken action, in accordance with this policy, to retain the Superintendent. [3]

Removal/Severance

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

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

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

Legal References:

1. 24 P.S. 1001
2. 24 P.S. 1071
3. 24 P.S. 1073
4. 24 P.S. 1079
5. Pol. 104 - Nondiscrimination in Employment Practices
6. 24 P.S. 1002
7. 24 P.S. 1003
8. 24 P.S. 1078
9. 22 PA Code 49.41
10. 22 PA Code 49.42
11. 11. 24 P.S. 111.1
12. 23 Pa. C.S.A. 6344
13. 24 P.S. 111
14. 24 P.S. 1004
15. Pol. 314 - Physical Examinations
16. 24 P.S. 1073.1
17. 24 P.S. 1081
18. Pol. 003 - Functions
19. 20. 24 P.S. 1075
20. 24 P.S. 1007
21. 24 P.S. 1008
22. 2 Pa. C.S.A. 551 et seq
23. 24 P.S. 1080
24. Philadelphia Home Rule Charter - 12-301

Related Information:

1. 24 P.S. 108
2. 24 P.S. 696

3. 24 P.S. 1418
4. 22 PA Code 8.1
et seq 22 PA
Code 49.171
5. 22 PA Code 49.172
6. 28 PA Code 23.43
7. 28 PA Code 23.44
8. 28 PA Code 23.45
9. 18 Pa. C.S.A. 9125
10. 23 Pa. C.S.A. 6301 et seq
11. 42 U.S.C. 12101 et seq
12. Philadelphia Home Rule Charter - 12-400

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300 Employees

TITLE: Overtime and
Discretionary Time

ADOPTED: April 26, 2018

REVISED:

330 OVERTIME AND DISCRETIONARY TIME (NEW)

Purpose

The School Reform Commission recognizes the need to administer overtime and discretionary time off in accordance with the Fair Labor Standards Act and collective bargaining agreements for all employees.

Definitions

Exempt Employees: Employees who are exempt from both the minimum wage and overtime pay provisions of the Fair Labor Standards Act (FLSA) as they are paid on a salary basis at a weekly amount determined by the FLSA and perform duties that render them classified as bona fide executive, administrative, or professional employees under the requirements of the United States Department of Labor's (DOL) regulations. Certain computer employees and outside sales employees, if any, may also fall under this definition pursuant to DOL regulations.

Non-Exempt Employees: Employees who are covered under the minimum wage and overtime pay provisions of the FLSA.

Authority

In order to ensure consistent treatment of all affected employees and compliance with applicable federal and state law regarding payment of overtime, the School Reform Commission adopts this policy. This policy applies to all non-represented employees. Represented employees should refer to their respective CBA.

Overtime Pay

In accordance with federal and state law, overtime shall be paid for work in excess of the established workday or workweek for non-exempt employees.^{[1][2]} Overtime shall be equitably distributed among eligible employees within each classification at a given work location.

The District pays overtime pursuant to federal and state law. It will be paid at straight time for hours worked, up to forty (40) hours per week, and at the rate of time and one-half the regular rate of pay for time worked in excess of forty (40) hours per week. Overtime must be pre-approved in writing by the employee's supervisor [\[2\]](#) For purposes of computing overtime, credit shall be given only for hours worked as recorded in District records and provided by law.

Non-exempt employees, as defined by the Fair Labor Standards Act, are eligible to receive overtime pay at the rate of one and one-half times their regular hourly rate of pay for all hours worked over forty (40) in any given workweek. For non-exempt employees, the hours worked between thirty-five (35) and forty (40) in any given workweek will be paid at the straight time rate.

Overtime pay (one and one-half times regular rate) will not be paid if a non-exempt employee has used paid leave during the work week and the total hours of actual work do not exceed forty (40) hours.

Exempt employees, as defined by the Fair Labor Standards Act, are ineligible to receive any additional compensation (straight time or time and one-half) for hours worked over thirty-five (35) in any given workweek.

Compensatory Time

Non-exempt employees are ineligible to receive any additional compensatory time, as they are eligible for overtime pay, and exempt employees are ineligible to receive compensatory time but may receive discretionary time off as indicated below.

Discretionary Time-Off

Exempt employees who are not eligible for overtime according to this policy may be granted discretionary time off by their supervisors that must be pre-approved in writing, consistent with the needs of the department or program when they perform duties that require extraordinary work hours.

Situations where the granting of discretionary time off may be considered include supporting evening or weekend events and working extended evenings or on holidays or weekends to complete a project. Discretionary time off is not intended to be accrued on an hour for hour basis. The granting of and the amount of discretionary time off is at the discretion of the department manager with pre-approval in writing by the Department Chief and the Chief Talent Officer.

Delegation of Responsibility

This policy governs the process of determining exempt and non-exempt status and delegates the responsibility of monitoring the implementation of policy to the Office of Classification and Compensation, which includes developing and disseminating procedures and standard forms by which employees and supervisors submit and/or approve overtime and discretionary time.

Legal References:

[1. 43 P.S. 333.104](#)

[2. 29 U.S.C. 207](#)

[3. 34 PA Code 231.42](#)

Related Information:

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

[34 PA Code 231.41](#)

[34 PA Code 231.43](#)

[43 P.S. 333.101 et seq](#)

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 406

SECTION: 400 Charter Schools

TITLE: Charter **Amendments**

ADOPTED: April 24, 2014

REVISED:

406. CHARTER AMENDMENTS

Authority

~~The Charter School Law (“CSL”) does not contain provisions related to the amendment of or modification to charters for brick and mortar charter schools. In August 2017, the Pennsylvania Supreme Court, in overturning the Commonwealth Court, held that the CSL does not set forth a procedure for amending the material terms of a charter nor the standard for evaluating an amendment request. Further, the Supreme Court held that the CSL does not provide for jurisdiction in the State Charter School Appeal Board (“CAB”) for appeals from a school district’s action or inaction on requested amendment. The Supreme Court recognized, however, that a charter could be amended by written agreement of the school district and the charter school.~~

The School Reform Commission (“SRC”) ¹ recognizes that opportunities for charter schools to ~~evolve~~ grow and improve may occur outside of the renewal process. **In the absence of charter amendment provisions in the Charter School Law, the SRC establishes this policy to govern the acceptance, processing and review of mid-term charter amendment requests. Pursuant to this policy, As a result, the SRC may accept applications for material amendments of the charter agreement during the charter term. This policy as revised will apply to all charter amendment requests for implementation in the 2018-2019 school year and beyond.**

Consistent with the School District of Philadelphia’s (“School District”) commitment to acting as a top-quality authorizer of high-performing charter schools, this policy **will define a process by which charter schools can seek charter amendments during the charter term. This policy is designed to ensure that the charter school amendment process and decisions will be transparent, merit-based, comprehensive, and equitable.**

Delegation of Responsibility

¹ Any reference herein to School Reform Commission (“SRC”) applies to any governing body or designated oversight entity for The School District of Philadelphia.

The SRC authorizes the Charter Schools Office (“CSO”) to support the charter authorizing activities of the School District. In this role, the CSO works to support all charter sector stakeholders while upholding the School District’s principles of accountability, autonomy and equity. The School District seeks to ensure that all charter school options in Philadelphia are high quality options for students and families.

Charters generally exist for a defined term of five years. During that charter term, changes in regulations, operation, ideology, or business need may cause a charter school to seek a formal amendment. The CSO will work with all charter schools expressing interest in a charter amendment, consistent with this policy, to meet the needs of the charter school and its students.

Material charter amendments submitted during the charter term require authorization by SRC resolution and signed agreement. Such authorized or approved amendments become effective once a written amendment to the charter has been duly executed by the School District and the charter school. The CSO shall develop administrative procedures describing the application requirements and evaluation process to be followed in reviewing each type of Material charter amendment request consistent with this policy.

Definitions

For the purposes of this policy, certain applicable terms shall be defined as follows:

Business need – Necessary for the continued, uninterrupted and/or legally compliant operation of the charter school.

Charter Management Organization (“CMO”) – Any organization providing or planning to provide substantially most or all of the charter school’s educational services. This includes educational management organizations (“EMOs”) and other management/shared services entities.

Educational plan – The section(s) of the charter that includes the educational philosophy, curriculum, and academic goals.

Emergency – Circumstances under which part or all of the current charter school facility is not fit for use or occupation as a result of a natural disaster, such as a fire or flood, or other major disruption which impacts the physical, health, and safety of students.

Material charter amendments – Changes to charter agreements that fundamentally affect a charter school’s mission, governance, organizational structure, location or facility, educational plan program or the CSO’s ability to effectively monitor charter school operations and quality.

Material charter amendments include:

1. Enrollment expansion of 10% or fewer of the current maximum authorized enrollment or 100 seats, whichever is less (only qualified applicants as defined by eligibility criteria of this policy may be considered for enrollment expansions under this policy);
2. Change to grade levels served;
3. Significant change to mission, ~~program~~ or fundamental change to educational plan;
4. **Name change of Renaissance charter schools due to business-need or legal requirement²;**
5. Change in building location or addition of new facility due to business-need, unavailability of current facility and/or emergency; and
6. Change in CMO.

Mission - The explicit or implicit mission and/or vision of the charter school as reflected in the charter. The mission reflects the purpose of the charter school including what students will be served and with what methods, and what the charter school will accomplish ~~and any unique programs that will be used~~. The vision reflects a longer-term realization of the mission and the highest priorities of the charter school.

Timeframes for Submission of Material Charter Amendment Requests

A charter school may submit one amendment request, per type of material charter amendment, during each charter term. Additionally, in the event of business need or unforeseen emergency, a charter school may submit one amendment request, per type, per school year during the charter term, to address the business need or an unforeseen emergency.

Requests must be submitted with required documents by January 15 of the school year prior to the proposed charter amendment effective date³. In the event of an unforeseen emergency requiring an immediate change in a charter school facility or location, the charter school shall submit a charter amendment request within a reasonable period of time, and such amendment request may be approved by the SRC as a ratification of the change in facility or location.

Eligibility for Submission of Mid-Term Material Charter Amendment Requests

Material Amendment Type	Eligibility Requirements
<i>Enrollment expansion of 10%</i>	Charter schools may submit one request for enrollment

² Name changes for traditional charter schools only require review and confirmation of submitted documents by the Charter Schools Office and a signed amendment to the Charter prior to being finalized.

³ For amendment requests that will be implemented during the 2018-19 school year, material amendment requests and all supporting documentation are to be submitted within 30 days of adoption of this policy.

<i>or fewer of the current maximum authorized enrollment or 100 seats, whichever is less.</i>	<p>expansion of 10% or fewer of the current maximum authorized enrollment or 100 seats, whichever is less, during the charter term.</p> <p>Charter schools seeking charter amendment requests for Enrollment Expansion must meet the following criteria to be eligible for submission:</p> <ol style="list-style-type: none"> 1. Academic proficiency at or above the School District average in English Language Arts (“ELA”) and Literature in the most recent school year; and 2. Academic proficiency at or above the School District average in math and Algebra I in the most recent school year; and 3. Academic growth for the lowest performing group of students as measured by AGI (currently Lowest 20%) at the evidence of growth level of AGI ≥ 0 or above for the most recent school year in ELA and Literature; and 4. Academic growth for the lowest performing group of students as measured by AGI (currently Lowest 20%) at the evidence of growth level of AGI ≥ 0 or above for the most recent school year in math and Algebra I; and 5. Attendance rate of students attending 95% or more days of school in the top quartile (75th percentile or above) for similar school types.
Change to grade levels served	Due to business-need or legal requirement caused by change in school feeder pattern.
Significant change to mission; program or fundamental change to educational plan	None. A fundamental change to the mission and education plan includes grade band (i.e. K-8) or school-wide changes to the educational program. Such as a request to adopt a dual language, STEM-focused or project-based learning educational model. A fundamental change to the education plan does not include a change or an addition to specific curricular materials or assessments used for a subject or a grade level.
Name change of Renaissance charter schools	Due to business-need or legal requirement.
Change in building location or addition of new facility due to business-need, unavailability	Due to business need and/or emergency. Material charter amendments during the charter term related only to a change in building location or an addition of a

of current facility and/or emergency	new facility may be submitted more than once during a charter term if there is a demonstrated business need or unforeseen emergency.
Change in CMO	Due to business-need.

Evaluation Criteria for Material Charter Amendment Requests

For material charter amendments, the evaluation criteria for all amendment types broadly includes: (i) the extent to which the initial request and subsequently submitted materials respond to the information requested by the CSO; (ii) capabilities of the charter school to provide comprehensive learning experiences to all students; (iii) demonstrated, sustainable support for the charter school's plans by parents, community members, and students; (iv) evidence of the charter school's previous performance and demonstration of ability to sustain this performance to meet the standards of the charter school performance framework in the domains of academic success, organizational compliance and viability, and financial health and sustainability; and (v) demonstration of the charter school's compliance with its charter.

In addition, the CSO will review and evaluate the following for each type of material charter amendment:

Material Amendment Type	Evaluation Criteria
<p>Enrollment expansion of 10% or fewer of the current maximum authorized enrollment or 100 seats, whichever is less</p> <p>OR</p> <p>Change to grade levels served</p>	<ol style="list-style-type: none"> 1. Strong Evidence of the charter school's previous performance and demonstration of ability to sustain this performance to meet the best practice and equity expectations of the charter school performance framework in all domains; 2. Clear-research based rationale for change to grade levels served (if grade change requested) , clear research-based rationale for change to grade levels served; 3. Expected impacts on students, families, and staff resulting from proposed change; 4. Financial impact on the charter school, including evidence of appropriate and sufficient budgeted expenditures for year one of the proposed amendment through the year the charter school reaches full scale; 5. Demonstration of planned capacity increases at the charter school leadership or CMO level; evidence of responsive staffing plan; 6. Detailed description of impact of expansion on academic plan, including rationale for curriculum

	<p>and plan for serving all learners, aligned with the school's Charter and Applicable Laws;</p> <ol style="list-style-type: none"> 7. Sustainable plan for student recruitment including any proposed lottery preferences; 8. Evidence of an enrollment plan that is consistent and sustainable with any variations by grade level clearly explained; 9. Evidence of sufficient facility space to accommodate new grades or students; 10. Strong-e Evidence of community engagement regarding new grade levels and any enrollment expansions, including any formal surveys or evaluations and, for Renaissance Charter Schools, recommendations from the school advisory council ("SAC"); 11. The CSO will review fiscal impact on the School District as a result of the requested charter amendment request; 12. The CSO will review enrollment impact on public schools as a result of the requested charter amendment request; and 13. The CSO will review consideration of applicable criteria as specified for new charter applications in the CSL.
Significant change to mission; program or fundamental change to educational plan	<ol style="list-style-type: none"> 1. Evidence of the charter school's previous performance and demonstration of ability to sustain or improve performance consistent with the expectations of the charter school performance framework in all domains; 2. Clear rationale for change; 3. Expected impacts on students, families, and staff resulting from change; 4. Financial impact on charter school as a result of the change; 5. Strong-e Evidence of community engagement regarding change, including any formal surveys or evaluations and, for Renaissance Charter Schools, recommendations from the SAC; 6. Compliance of the proposed change with the school's Charter agreement and all Applicable Laws; and 7. Evidence of research basis for the change.
Name change of Renaissance charter schools	<ol style="list-style-type: none"> 1. Clear rationale for name change; 2. Expected impacts on students, families, and staff

	<p>resulting from name change (including uniforms);</p> <p>3. Clear and actionable plans to change, remove, or cover evidence of the current charter school name in or on the charter school building;</p> <p>4. Financial impact on the charter school to effectuate the name change; and</p> <p>5. Strong Evidence of community engagement regarding new name, including any formal surveys.</p>
Change in building location or addition of new facility due to business-need, unavailability of current facility and/or emergency	<p>1. Evidence of the charter school's previous performance and demonstration of ability to sustain or improve performance consistent with the expectations of the charter school performance framework in all domains;</p> <p>2. Clear rationale for change in facility or new facility;</p> <p>3. Expected impacts on students, families, and staff resulting from facility change (including any transportation and accessibility impacts);</p> <p>4. Financial impact on the charter school, including evidence of appropriate and sufficient budgeted expenditures for year one, and comparison to expenditures for current facility;</p> <p>5. Clear and complete information regarding any required zoning approvals, permits or certifications for the proposed facility;</p> <p>6. Estimated timeline for project completion and for move are consistent with academic calendar; evidence of a suitable alternative for construction or renovation delays; and</p> <p>7. Strong Evidence of community engagement regarding new facility, including any formal surveys or evaluations and, for Renaissance Charter Schools, recommendations from the SAC.</p>
Change in Charter Management Organization ("CMO")	<p>1. Evidence of the charter school's previous performance and demonstration of ability to sustain or improve performance consistent with the expectations of the charter school performance framework in all domains;</p> <p>2. Clear rationale for change;</p> <p>3. Expected impacts on students, families, and staff resulting from change (including uniforms, code of conduct, employee benefits, etc.);</p> <p>4. Financial impact on the charter school as a result of the change;</p> <p>5. Review of proposed CMO contract;</p>

	<p>6. Strong Evidence of community engagement regarding new facility, if any, including any formal surveys or evaluations and, for Renaissance Charter Schools, recommendations from the SAC; and</p> <p>7. Clear and detailed explanation of how change will allow charter school to meet the terms of its charter and Applicable Laws, while ensuring performance is consistent with the charter school's goals and expectations of the charter performance framework.</p>
--	---

Material Charter Amendment Request Process

The CSO shall review material charter amendment requests and consider all necessary and appropriate factors relevant to the evaluation of the proposed change, including the impact of the material charter amendment request on the charter school's ability to operate in an educationally and legally sound manner.

There are three identified phases of activity related to a material charter amendment request.

Phase 1 – Submission

The charter school develops its material charter amendment request and submits it along with the required documentation to the CSO for review in accordance with the submission guidelines in this policy.

Phase 2 – Processing

The CSO performs an initial review of the request to determine completeness, and the CSO may request clarifications from the charter school. The CSO will conduct this initial review within 30 calendar days after receiving a request. At this stage, the CSO will cease the evaluation process if they determine the material amendment request does not meet the eligibility for submission as defined by this policy.

Phase 3 – Review

The CSO identifies the submission of a request as complete and submitted in accordance with this policy, it will conduct an evaluation. The CSO notifies the SRC of the request at this stage. The CSO will complete the full evaluation and provide a recommendation in time for consideration by the governing body of the School District before the end of the school year that the request was submitted. The CSO will share its recommendation with the SRC, notify the charter school, and publicly post the recommendation report to the CSO website.

Phase 4 – Acceptance

The SRC, or governing body of the School District, will consider the material charter amendment request at a public meeting before the end of the school year that the request

was submitted. Any decision by the SRC, or governing body of the School District, on an amendment request shall not be an adjudication and cannot be appealed to the State Charter School Appeal Board, any administrative agency or any court. Failure of the SRC, or other governing body of the School District, to act on a material charter amendment request shall not be a deemed grant of or a deemed denial of the material charter amendment request.

Legal References

1. 24 P.S. §§ 17-1701-A et seq.

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 702.2 (NEW)

SECTION: 700

TITLE: FUNDRAISING
AND CROWDFUNDING

ADOPTED: April 26, 2018

REVISED:

702.2 SCHOOL-BASED FUNDRAISING AND CROWDFUNDING (NEW)

Purpose

The School Reform Commission recognizes that many schools conduct fundraising and crowdfunding campaigns to provide additional resources to support school activities. This policy serves:

- a) To regulate and provide guidelines to ensure the proper usage of fundraising and crowdfunding as it pertains to the schools within the School District of Philadelphia.
- b) As a guide for schools that want to publish an online campaign to raise funds for specific projects in district schools in the form of in-kind or monetary donations.

Definitions

Fundraising - an effort to raise money for a worthwhile project or cause that does not involve submitting an application or proposal. It encompasses a wide range of strategies, including online “crowdfunding,” individual donor outreach, and various events (i.e.: bake sales, auctions, etc.).

Crowdfunding - the practice of funding a project or idea by raising small donations from a large number of individuals. This typically occurs on the internet through the use of various platforms (e.g., Philly FUNDamentals, DonorsChoose).

In-Kind Goods and Services - donations in the form of goods and services, rather than cash. Donated items become property of the School District and should be included in the school’s inventory.

Student Activity Fund - is an account in a school’s name, under the Federal Tax Identification Number of the School District, controlled by the Principal, at a bank determined by the School District. The funds in such accounts can only be used for purposes that are related to the school’s educational program, and may NOT be used to pay a District employee or contractor, due to IRS requirements. Only grants and gifts of

\$5,000 or less may be deposited into a Student Activity Fund; grants and gifts of \$5,000 or less that are to be used to pay a District employee or contractor must be managed through the District's central financial system and a Grant Budget Analyst will be assigned.

Authority

School-based fundraising and crowdfunding activities are permitted under the direction of or in cooperation with school district principals. The purpose of all school-based fundraising activities should be to generate resources to support the educational mission and priorities of each school, as articulated by the principal and the school's leadership team. School-based personnel, including principals, teachers and others who may be engaged in generating such resources should be supported with information about best practices and other resources that can help with fundraising.

Delegation of Responsibility

The Superintendent or designee shall create administrative procedures to effectuate this policy and provide guidance to school district principals and other school staff on how best to approach fundraising and crowdfunding activities. The Superintendent or designee shall disseminate the administrative procedures created, as well as other resources and information about fundraising best practices, to all school-based personnel via website postings, broadcast newsletters, and training workshops.

Legal References

1. Pol. 145 - Student and Staff Wellness
2. Pol. 229 - Student Fundraising
3. Pol. 230 - Public Performances by Students
4. Pol. 618 - Student Activity Funds
5. Pol. 702 - Gifts, Grants, Donations, Scholarships
6. Pol 707 - Use of School Facilities

Related Information

For questions or assistance with crowdfunding efforts, please contact The Office of Grant Development at grants@philasd.org or 215-400-4150.

FUNDRAISING AND CROWDFUNDING GUIDELINES

(Attachment for Policy No. 702.2)

All funds raised must support the school's priorities as established by the principal. As a part of planning for fundraising and crowdfunding campaigns, District employees are encouraged to contact the Office of Grant Development for support (e.g. for info about best practices, for editorial assistance, and for assistance in connecting with specific offices that must be consulted before and after the campaign has achieved its goal.)

The only online crowdfunding sites supported by the School District of Philadelphia are Philly FUNDamentals and DonorsChoose. Employees that launch crowdfunding campaigns using other online platforms do so at their own risk, and are fully responsible for managing any proceeds generated thereby, as well as any tax implications that may arise.

Online Crowdfunding Platforms

1. **Philly FUNDamentals**: is managed by The Fund for the School District of Philadelphia, an independent 501(c)3 not-for-profit organization. Philly FUNDamentals is a website, developed by the Fund for the School District of Philadelphia, that allows any donor to find a school and give directly to that school's needs identified by the principal. The schools are plotted on a map and donors can search the site to find a profile of each school. School profiles include a message from the principal, a description of the need, school performance and demographic information and a link to the school's website. After learning more about the school, donors give directly toward the cost of the project. The website is <https://fundamentals.thefundsdp.org/>.
2. **DonorsChoose**: empowers public school teachers from across the country to request much-needed materials and experiences for their students. Only teachers may develop a classroom project. When successfully funded, DonorsChoose notifies the principal and sends the requested materials to the school. The website is <https://www.donorschoose.org/>.

Restricted Actions

1. Fundraising efforts that violate the Pennsylvania School Code or other District policies (e.g. selling alcohol, selling unhealthy food or food in conflict/competition with healthy school meals, using students for fundraising, and using buildings for permanent advertising purposes.)
2. Reimbursing District employees for their contributions to fundraising campaigns with School District or Student Activity Funds.

3. **Creating campaigns that benefit individuals.**
4. **Creating an online crowdsourcing campaign in the name of the School District of Philadelphia or one of its schools on a platform other than Philly FUNDamentals or DonorsChoose.**

Workflow

The school principal supports school-based fundraising and crowdfunding by:

- **Determining and adhering to a list of school priorities established with school-based staff, School Advisory Councils, home and school associations, friends of groups, and/or other nonprofit partners.**
- **Coordinating any projects that involve capital improvements, facilities maintenance, or the purchase of assets such as equipment with the appropriate District office before the fundraising effort is publicized. (e.g. Capital, Facilities, Office of General Accounting).**
- **Ensuring that school-led fundraising efforts comply with all other relevant District policies (including Wellness policies) and that complete records of school-led fundraising activities are maintained.**
- **The school principal must approve of all school-led fundraising activities prior to the start of the campaign.**

The School District's Office of Grant Development shall support principals by:

- **Assisting in the development of school fundraising priority setting.**
- **Explaining fundraising and crowdfunding best practices.**
- **Discussing pertinent SRC policies.**
- **Offering editorial assistance on related fundraising materials.**

The Fund for the School District of Philadelphia shall support principals by:

- **Developing and maintaining a crowdfunding platform for the raising of funds for school priorities established by principals.**

The Office of Grant Compliance and Grant Fiscal Services shall support principals by:

- **Establishing a budget and ABC code for any funds raised for a particular priority that will be larger than \$5,000 and for any funds raised that involve paying a District employee or contractor.**

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 818 (NEW)

SECTION: 800 Operations

TITLE: Clearances For
Contracted Services

ADOPTED: April 26,

2018

REVISED:

818 (NEW) CLEARANCES FOR CONTRACTED SERVICES

Purpose

The School Reform Commission recognizes that Pennsylvania law requires contractors and their employees to undergo background checks prior to performing work for the District if those contractors and their employees may have direct contact with children. This policy is adopted to ensure that the District's responsibility in ensuring compliance with this mandate is clearly delegated.

Definition

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

Contractor – Any outside entity performing work for the District, whether as a prime contractor or subcontractor.

Background Checks – For the purposes of this policy, this comprises the Federal Criminal History Background Check, Pennsylvania State Police Criminal History Record, Pennsylvania Department of Public Welfare Child Abuse History Clearance, completed Sexual Misconduct/Abuse Disclosure Form (Act 168), and certificate of completion of a mandatory 3-hour training on child abuse recognition (Act 126).

Authority

The SRC is required by law to ensure that contractors and their employees comply with the mandatory background checks required by Pennsylvania law. [\[2\]](#)[\[3\]](#)

Delegation of Responsibility

Program offices and schools bear the full responsibility for ensuring compliance with the background check requirements for any contracts they enter into where contractors and their employees may have direct access with children.

The Superintendent or designee will maintain guidance, in the form of text documents and webinars, on the process that program offices and schools must follow regarding oversight of contractors' and their employees' background checks. Additionally, the Office of Procurement Services will ensure that language regarding the background check requirements for contractors is included in all solicitation documents issued by the department.

The Superintendent or designee will issue communication, in partnership with other District offices, to ensure that program offices and schools understand their responsibilities with regard to this policy. The Office of Procurement Services will reiterate these requirements when working with program offices and schools on solicitations for services.

As part of their contractual agreement with the District, contractors will be responsible for providing the results of the relevant employees' background checks to the program office for which they are providing a service. Failure to provide this information at any time during the term of the contract, an update is required, may result in a termination of the contract.

Contractors' employees must show documentation of the required background checks. Failure to provide this information at any time during the term of the contract, may subject the employee to discipline, up to and including, denial of employment or termination if already hired, and civil and criminal penalties.[2]

Legal References:

- 1. 24 P.S. 1205.6**
- 2. 24 P.S. 111**
- 3. 23 Pa. C.S.A. 6344**
- 4. 24 P.S. 111.1**
- 5. 23 Pa. C.S.A. 6344.3**
- 6. 24 P.S. 2070.1a et seq**
- 7. Pol. 806 - Child Abuse**
- 8. Act 168 of 2014**
- 9. Act 126 of 2013**

Related Information:

- 1. P.S. 696**
- 2. PA Code 8.1 et seq**
- 3. Pa. C.S.A. 6301 et seq**

ADMINISTRATIVE PROCEDURES:
EMPLOYEE CLEARANCES FOR CONTRACTED SERVICES
(Attachment for Policy No. 818)

Background Checks Defined

Pennsylvania School Law requires that all independent contractors and their employees performing work for school entities undergo background checks if they will have direct contact with students. Those background checks are as follows:

Pennsylvania State Police Criminal History Record; valid at submission if no more than one (1) year old and valid for 60 months after submission.

Pennsylvania Department of Human Services Child Abuse History Clearance: valid at submission if no more than one (1) year old and valid for 60 months after submission.

Federal Criminal History Record Information (CHRI): valid at submission if no more than one (1) year old and valid for 60 months after submission.

Completed Commonwealth of Pennsylvania Sexual Misconduct/Abuse Disclosure Release for their current employer(s), any former employer(s) that were school entities, and any former employers where the applicant was employed in a position that involved direct contact with children.

Certificate of completion a three-hour training on child abuse recognition and mandated reporting; valid at submission if no more than one (1) year old and valid for 60 months after submission. The training must include the following components:

1. Recognition of the signs of abuse and sexual misconduct and reporting requirements for suspected abuse and sexual misconduct in this Commonwealth.
2. Provisions of the Act of December 12, 1973 (P.L.397, No.141), known as the "Educator Discipline Act," including mandatory reporting requirements. This Act was revised in February, 2014 and enhances many aspects of the Act.
3. The school entity's policies related to reporting of suspected abuse and sexual misconduct.
4. Maintenance of professional and appropriate relationships with students.

Arrest/Conviction Report and Certification Form (PDE-6004); required within 72 hours of any arrest or conviction of an offense listed in Section 111(e) of the Pennsylvania Public School Code.

Role of the Program Office

Program offices and schools bear the full responsibility for ensuring compliance with the background check requirements for any contracts they enter into where contractors and their employees may have direct access with children.

As part of that responsibility, program offices and schools will be responsible for communicating the legal requirements for background checks to the contractors they will be working with and facilitating communication between contractors and their employees.

Program offices and schools should consult with the Office of Procurement Services and/or the Office of Talent for questions about the requirements and about the use of a software tool to manage, approve, track, and store clearances.

Role of the Office of Procurement Services

The Office of Procurement Services will maintain guidance, in the form of text documents and webinars, on the process that program offices and schools must follow regarding oversight of contractors' and their employees' background checks.

There is currently a multi-office effort to purchase software that can manage, approve, track, and store clearances for both volunteers and contractors working in District schools.

Procurement will ensure that contractual language about the requirements at instances of contract initiation including, but not limited to, cooperative purchasing agreements, bids, Requests for Proposals (RFPs), and Limited Contract Agreements (LCAs).

This language may include, but is not limited to, requirements regarding what documentation contractors must provide the District by law, how that documentation should be submitted, penalties for failing to submit the required documentation, and requirements for a reserve pool of pre-vetted staff that must be available for needed replacements.

The Office of Procurement Services will issue communication, in partnership with other District offices, to ensure that program offices and schools understand their responsibilities with regard to this policy. Procurement will reiterate these requirements when working with program offices or schools on solicitations for services.

Additional Information

The following information on background checks is currently included in the standard terms and conditions for all solicitation documents, pending revision per this policy:

Background Checks. In accordance with 24 P.S. § 1-111, as amended, and 23 Pa. C.S.A. §§ 6354-6358, as amended, before starting any Work, the Contractor shall submit to the School District the originals of a current (i.e., processed by the Commonwealth of Pennsylvania within one (1) year prior to the Contractor's starting Work) criminal history record information report and child abuse history official clearance statement for the Contractor, if the Contractor is an individual, and for each of the Contractor's and any of its Subcontractor's employees, officers, agents, servants, volunteers or Subcontractors who will have direct contact with children while performing any of the Work. Before starting any Work, the Contractor shall submit to the School District the original of a current report of the Federal Bureau of Investigation federal criminal history record information for the Contractor, if the Contractor is an individual, and for each of the Contractor's and any of its Subcontractor's employees, officers, agents, servants, volunteers or Subcontractors who will have direct contact with children while performing any of the Work. Commonwealth Board of Education regulations define "direct contact"; see 22 Pa. Code § 8.1.

a. Arrests; Convictions. The Contractor shall comply and shall ensure that its officers, employees, agents and Subcontractors who carry out any of the Work comply with the requirements of 24 P.S. § 1-111(j), which mandates, among other things, reporting within seventy-two (72) hours by any officer, employee or agent of the Contractor or of any Subcontractor of an arrest or conviction for an offense listed in 24 P.S. § 1-111(e). The Contractor shall report to the School District, in a prompt and timely manner, all notices and reports required, and all checks conducted, under § 1-111(j).

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 1000

SECTION: 1000 Grants

TITLE: Grant Management,
Compliance, and
Administration

ADOPTED: February 16, 2012

REVISED: April 26, 2018

1000 GRANT MANAGEMENT, COMPLIANCE, AND ADMINISTRATION

Purpose

The management, compliance and administration requirements of grant funds received by the School District of Philadelphia are governed by detailed federal and Commonwealth laws and rules. The continued receipt of those funds is contingent on the effective and efficient use of those funds and the adherence to effective managerial and financial controls. As such, it is incumbent that grant policies and implementing procedures are adhered to by employees at all levels of the district.

Authority

The School Reform Commission (SRC) adopts the policies developed by the District through its Grant Governance Committee specifically related to grant management, compliance and administration. The SRC authorizes the district through its Grant Governance Committee to establish any and all managerial and financial controls and implementing procedures necessary to ensure compliance with all applicable federal and Commonwealth laws and rules and policies of the SRC. The body of policies and procedures shall be incorporated into a comprehensive Grant Management and Compliance Policy and Procedure Manual.

The Grants Governance Committee of the school district shall make the Grant Management and Compliance Policy and Procedure Manual widely available to school district employees and the district shall provide ongoing training and support as required to all appropriate employees regarding grant policies and procedures and shall establish a system of accountability to ensure grant compliance.[1]

The District will manage and administer federal awards in a manner so as to ensure that federal funding is expended and associated programs are implemented in full accordance with U.S. statutory and public policy requirements including, but not limited to, the federal Uniform Grant Guidance [2] and those protecting public welfare, the environment, and prohibiting discrimination.[3] The following office has been designated to handle inquiries regarding the District's non-discrimination policies:

**School District of Philadelphia Office of General Counsel
440 North Broad Street, Portal C, Suite 303
Philadelphia, PA 19130
215.400.4000**

Delegation of Responsibility

Employees at all levels are responsible and accountable for resources under their control and all employees must adhere to established policies and implementing procedures. Persons violating these policies and attendant procedures will be subject to disciplinary action.

Legal References:

[1] School District of Philadelphia Grant Corrective Action Plan as approved by the Pennsylvania Department of Education on December 30, 2011. Corrective actions further codified in Memorandum of Agreement between the Pennsylvania Department of Education and School District of Philadelphia approved on March 8, 2013, as amended.

[2] 2 Code of Federal Regulations Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.

[3] 2 CFR 200.300(a)

34 CFR 76.500

School Code – 24 P.S. Sec. 696

Related Information:

Grant Management and Compliance Policy and Procedure Manual