

**SCHOOL REFORM COMMISSION  
PUBLIC MEETING  
RESOLUTION LIST**

**NOVEMBER 16, 2017**

**I. SCHOOL REFORM COMMISSION**

**SRC-1**

**Adoption of Proposed Policies: Policy 103.1 Nondiscrimination Qualified Students; Policy 105: Curriculum Development; Policy 107: Adoption of Planned Instruction; Policy 137 (NEW): Home Education Programs; Policy 137.1 (NEW): Extracurricular Participation by Home Education Students; Policy 255: Educational Stability for Students in Foster Care; Policy 316: Staff Use of Social Media and Electronic Communications; Policy 307: Student Teachers/Interns/Residents; Policy 309: Assignment and Transfer; Policy 619: District Audit; Policy 622: GASB Statement; Policy 810.2: Transportation Video**

RESOLVED, that the School Reform Commission hereby adopts the following SRC Policy, in the form attached, effective November 16, 2017:

Policy 137: (NEW): Home Education Programs

Policy 137.1: (NEW): Extracurricular Participation by Home Education Students

FURTHER RESOLVED, that the School Reform Commission hereby adopts amendments to the following SRC Policies, in the forms attached, effective November 16, 2017:

Policy 103.1: Nondiscrimination Qualified Students

Policy 105: Curriculum Development

Policy 107: Adoption of Planned Instruction

Policy 255: Educational Stability for Students in Foster Care

Policy 307: Student Teachers, Interns and Residents

Policy 309: Assignment and Transfer

Policy 316: Staff Use of Social Media and Electronic Communications

Policy 619: District Audit

Policy 622: GASB Statement

Policy 810.2: Transportation Video

*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

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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 (*Pending*)**

#### **Review of Proposed Policies**

### **SRC-3**

#### **Recommendation of Dissolution of the School Reform Commission**

WHEREAS, the Secretary of Education, on December 21, 2001, declared that The School District of Philadelphia (“the School District”) was a distressed school district within the meaning of Section 691(c) of the Public School Code, for the reasons that the School District had failed to adopt or comply with a valid budget, in violation of Section 691(c)(1) of the Public School Code, and had failed or would fail to provide for an educational program in compliance with the provisions of the Public School Code, the regulations of the State Board of Education and the standards of the Secretary of Education, in violation of Section 691(c)(4) of the Public School Code; and

WHEREAS, a School Reform Commission was appointed, pursuant to Section 696(a) & (b) of the Public School Code; and

WHEREAS, the School Reform Commission has been the sole governing body of the School District during the period of distress, as prescribed in Section 696(a) of the Public School Code; and

WHEREAS, the criteria and grounds for determining when a school district of the first class is distressed are set forth in Section 691 of the Public School Code; and

WHEREAS, for the past five years:

1. the salaries of any teachers or other district employees have not remained unpaid for a period of ninety (90) calendar days; all salaries have been paid on time without issue; and
2. the tuition due another school district has not remained unpaid on and after January first of the year following the school year it was due and there is no dispute regarding the validity or amount of the claim; all invoiced tuition due to other school districts are paid as appropriate and justified; and
3. the School District has not defaulted in payment of its bonds or interest on such bonds or in payment of rentals due any authority for a period of ninety (90) calendar days and no action has been initiated within that period of time to make payment; and
4. the School District has not contracted any loan not authorized by law; and
5. the School District has not accumulated and has not operated with a deficit equal to two per centum (2%) or more of the assessed valuation of the taxable real estate within the School District for two successive years; and
6. the School District has adopted and has complied with a valid budget to operate the School District for a minimum instructional school year under Section 1501 of the Public School Code; and

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7. the School District has allocated or transferred revenues to ensure that funds are sufficient to provide a minimum instructional school year under Section 1501 of the Public School Code; and
8. the City of the First Class has transferred revenues to the School District consistent with the current budget; and
9. the School District has provided for an educational program in compliance with the provisions of the Public School Code, regulations of the State Board of Education and standards of the Secretary of Education. When the School District is notified of potential or alleged deficiencies, it provides the required corrective action and evidence of correction to the Secretary of Education. The School District's provision of compliant programs does not address - and is subject to and without prejudice to - the claims made by petitioners in *William Penn School District, et al v. Pennsylvania Department of Education, et al*, alleging that the General Assembly has failed to fund a thorough and efficient system of public education under the Pennsylvania Constitution; and

THEREFORE, for the above reasons, and based upon the information and data received and reviewed by the School Reform Commission, now be it

RESOLVED that:

1. the School District is no longer distressed;
2. the School District no longer requires governance by a School Reform Commission;
3. the School Reform Commission, pursuant to Section 696(n) of the Public School Code, recommends to the Secretary of Education that the School Reform Commission be dissolved at the end of the current school year, June 30, 2018; and
4. the Chair of the School Reform Commission shall deliver a certified copy of this Resolution to the Secretary of Education for review and approval of a Declaration of Dissolution of the School Reform Commission, along with the record reviewed by the School Reform Commission, including all information and data requested by the Department of Education.

## **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 October 31, 2017 and at the salaries respectively noted, as recommended by the Superintendent, provided that: (a) continued employment of persons appointed to positions funded by categorical grants is contingent upon the availability of grant funds; and (b) persons appointed to positions funded by operating funds, shall report to either the Superintendent or his/her designees, and shall serve at the pleasure of the School Reform Commission.

#### **A-2**

##### **Amendment to Agreements with AXA Advisors LLC, Lincoln Investment Planning, MetLife Resources, TIAA and VALIC – Plan Providers for 403(b) Plan and 457(b) Deferred Compensation Plan**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform amendments to the Employer Recordkeeping Agreements, originally entered into with AXA Advisors LLC (Contract No. 128/F15), Lincoln Investment Planning (Contract No. 130/F15), MetLife Resources (Contract No. 202/F15), TIAA (Contract No. 674/F15), and VALIC (671/F15), as plan providers for the School District's 403(b) Plan

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and the School District's 457(b) Deferred Compensation Plan, pursuant to Resolution A-4, approved by the School Reform Commission on December 18, 2014, by exercising the option for a one-year renewal, extending the term of the contract from its original scheduled expiration date of December 31, 2017 through December 31, 2018, at no cost to the School District.

*Description:* The School Reform Commission approved Resolution A-4 on December 18, 2014 to enter into a three year contract with the District's five approved Plan providers for The School District of Philadelphia 403(b) Plan (403(b) Plan) and The School District of Philadelphia 457(b) Deferred Compensation Plan (457(b) Plan) with an option to renew for one additional year through December 31, 2018. The School District is exercising the option to renew the contracts with the five approved 403(b) Plan and 457(b) Plan vendors for a one-year term commencing on January 1, 2018 and ending on December 31, 2018.

ABC Code/Funding Source

N/A

### A-3

#### **Operating Budget: \$225,000 Contract with Bolton Partners for 403(b)/457(b) – Investment Advisory Services Consultant**

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 Bolton Partners for professional consultation and other services concerning the School District's 403(b) and 457(b) plans for an amount not to exceed \$225,090, for the period commencing January 1, 2018 through December 31, 2020 with two additional one-year options to renew through December 31, 2021 and December 31, 2022, respectively.

*Description:* The School District of Philadelphia has contracted with an outside financial consulting services vendor since 2004 to manage 403(b) and 457(b) defined contribution plans, oversee investment performance and provide quarterly financial reporting. The firm also assists in making legal and strategic decisions regarding account structure, asset management, operational guidance and plan communications.

In collaboration with the Investment Advisor, the SDP plans to establish a Finance Committee to oversee investment recommendations and develop an Investment Policy for the District.

There are currently \$146,331,848 in combined assets for the 403(b) and 457(b) mutual fund platform and \$842,404,224 for the closed annuity based platform making it prudent that the District contract with an Investment Advisory Services consultant.

ABC Code/Funding Source

\$225,000.00

1100-071-9jw0-2836-3311 FY18 (\$65,750.00)

1100-071-9jw0-2836-3311 FY19 (\$62,422.00)

1100-071-9jw0-2836-3311 FY20 (\$64,295.00)

1100-071-9jw0-2836-3311 FY21 (\$32,623.00)

### **Operations**

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**A-4****Capital Fund: \$6,304,727 Authorization of Capital Projects Awards**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designees, to execute, deliver and perform contracts separately with Dolan Mechanical, Inc., Herman Goldner Co., Inc., Mulhern Electric Company, Inc. and T.E. Construction Services, LLC, the lowest responsible bidders for the projects identified in the attachment, for an aggregate amount not to exceed \$6,304,727, for the period commencing November 17, 2017 through completion of the projects.

*Description:*

Spec: B-090 C  
of 2016/17 General Contract - New Classroom Addition  
Louis H. Farrell Elementary School - 8300 Castor Avenue  
TE Construction Services, LLC - \$4,898,000.00  
Warminster, Pennsylvania 18974  
ABC Code: 8D16-065-8380-4620-4541-30 - \$4,408,000  
8XXX-065-8380-4620-4541-30 - \$490,000  
Total Aggregate M/WBE Participation: 44.8%  
Selective demolition of openings in existing building.

The bids for this project were publicly advertised on 8/4/2017, 8/9/2017, and 8/11/2017 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 9/19/2017. After review of the bids and a de-scoping meeting it was determined that TE Construction Services, LLC was the lowest responsible bidder with a bid of \$4,898,000.00.

The Facilities Condition Index (FCI) at this location is 48.14%. The School Progress Report (SPR) at this location is 55.

Spec: B-091 C  
of 2016/17 Mechanical Contract - New Classroom Addition  
Louis H. Farrell Elementary School - 8300 Castor Avenue  
Dolan Mechanical, Inc. - \$387,000.00  
Sicklerville, New Jersey 08081  
ABC Code: 8D16-065-8380-4620-4591-30 - \$348,300  
8XXX-065-8380-4620-4591-30 - \$38,700  
Total Aggregate M/WBE Participation: 40.0%

Mechanical (HVAC) Contract Work for new construction includes: Packaged Roof Top Units (RTU) and associated insulated roof curbs, ductwork, fire dampers, fire and smoke dampers and HVAC controls. Exhaust ductwork and exhaust fan for toilets. Concentric vent for new domestic hot water heater. Mechanical room ventilation fan and controls. Electric cabinet unit heaters.

The bids for this project were publicly advertised on 8/4/2017, 8/9/2017, and 8/11/2017 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 9/19/2017. After review of the bids and a de-scoping

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meeting it was determined that Dolan Mechanical, Inc. was the lowest responsible bidder with a bid of \$387,000.00.

The Facilities Condition Index (FCI) at this location is 48.14%. The School Progress Report (SPR) at this location is 55.

Spec: B-092 C  
of 2016/17 Plumbing Contract - New Classroom Addition  
Louis H. Farrell Elementary School - 8300 Castor Avenue  
Herman Goldner Co., Inc. - \$343,000.00  
Philadelphia, Pennsylvania 19153-2698  
ABC Code: 8D16-065-8380-4620-4551-30 - \$308,700  
8XXX-065-8380-4620-4551-30 i \$34,300  
Total Aggregate M/WBE Participation: 35.0%

Plumbing Contract Work for new construction includes: Selective Gas piping for hot water heater and rooftop units, gas fired hot water heater. Storm water system. Plumbing fixtures, and associated plumbing piping and back flow preventer.

The bids for this project were publicly advertised on 8/4/2017, 8/9/2017, and 8/11/2017 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 9/19/2017. After review of the bids and a de-scoping meeting it was determined that Herman Goldner Co., Inc. was the lowest responsible bidder with a bid of \$343,000.00.

The Facilities Condition Index (FCI) at this location is 48.14%. The School Progress Report (SPR) at this location is 55.

Spec: B-093 C  
of 2016/17 Electrical Contract - New Classroom Addition  
Louis H. Farrell Elementary School - 8300 Castor Avenue  
Mulhern Electric Company, Inc. - \$676,727.00  
Abington, Pennsylvania 19001  
ABC Code: 8D16-065-8380-4620-4561-30 - \$609,000  
8XXX-065-8380-4620-4561-30 - \$67,727  
Total Aggregate M/WBE Participation: 35.0%

Electrical Contract Work for new construction includes: 600A, 120/208 volt, 3 phase, 4 wire electrical service to the new classroom addition building. C.T. cabinet for PECO metering. 600A, 120/208 volt, 3 phase, 4 wire main distribution panel in the electrical room. Power and lighting panels. Lighting and power system, clock system, PA and intercommunication system, fire alarm system, data and voice communication system. MFC enclosure with necessary relays and a coder to interface existing coded fire alarm system in existing building with new addressable fire alarm system in new classroom addition building. Disconnect switches and motor starters for mechanical equipment. Provide CCTV Camera and associated equipment.

The bids for this project were publicly advertised on 8/4/2017, 8/9/2017, and 8/11/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is

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recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 9/19/2017. After review of the bids and a de-scoping meeting it was determined that Mulhern Electric Company, Inc. was the lowest responsible bidder with a bid of \$676,727.00.

The Facilities Condition Index (FCI) at this location is 48.14%. The School Progress Report (SPR) at this location is 55.

ABC Code/Funding Source	\$6,304,727.00
8D16-065-8380-4620-4541 Capital (\$4,408,000.00)	
8XXX-065-8380-4620-4541 Capital (\$490,000.00)	
8D16-065-8380-4620-4591 Capital (\$348,300.00)	
8XXX-065-8380-4620-4591 Capital (\$38,700.00)	
8D16-065-8380-4620-4551 Capital (\$308,700.00)	
8XXX-065-8380-4620-4551 Capital (\$34,300.00)	
8D16-065-8380-4620-4561 Capital (\$609,000.00)	
8XXX-065-8380-4620-4561 Capital (\$67,727.00)	

#### A-5

##### **Capital Fund: \$70,439 Authorization of Net Cost Change Orders**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia through the Superintendent or his designee, to execute, deliver and perform amendments of the attached contracts for a net cost to the School District not to exceed \$70,439.00.

*Description:* This resolution seeks approval for various revisions to the on-going construction project as detailed on the attached Modification of Contract document. Changes include items designated as errors or omissions, differing site conditions, unforeseen conditions and revisions requested by School District representatives. Change orders approved to rectify errors or omissions will be further reviewed by the Offices of Capital Program and General Counsel for possible recovery of costs through the professional liability insurance policies of the design professionals, negotiations, and filing of claims or lawsuits against the design professionals.

ABC Code/Funding Source	\$70,439.00
Various	

#### A-6

##### **Capital Fund: \$75,000 Amendment of Cooperative Agreement with The Trust for Public Land – Playground and Stormwater Project at Southwark Elementary School**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment to the Cooperative Agreement, originally entered into with The Trust for Public Land, pursuant to Resolution A-11, approved by the School Reform Commission on November 15, 2016, concerning the playground and stormwater improvement project in the schoolyard at the Southwark Elementary School, by increasing the construction cost by an additional \$75,000 from the \$175,000 approved by Resolution A-11, to an amount not to exceed \$250,000, and by extending the term of the Agreement from its original scheduled expiration date of November 30, 2018 through December 31, 2018.

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*Description:* As part of the Green City, Clean Waters Plan of the Philadelphia Water Department ("PWD"), the School District has been working with The Trust for Public Land ("TPL") and PWD on a playground and stormwater improvement project in the schoolyard of the Southwark Elementary School.

This project is aligned with the School District's Action Plan strategy by providing an active partnership among the School District, foundations, community organizations, local universities and colleges, community groups and others to create educationally and socially vibrant interior and outdoor spaces at schools throughout the School District.

ABC Code/Funding Source

\$75,000.00

#### **A-7**

#### **Capital Fund: \$75,000 Amendment of Cooperative Agreement with The Trust for Public Land – Playground and Stormwater Project at Benjamin Franklin Elementary School**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment to the Cooperative Agreement, originally entered into with The Trust for Public Land, pursuant to Resolution A-10, approved by the School Reform Commission on November 15, 2016, concerning the playground and stormwater improvement project in the schoolyard at the Benjamin Franklin Elementary School, by increasing the construction cost by an additional \$75,000 from the \$175,000 approved by Resolution A-11, to an amount not to exceed \$250,000, and by extending the term of the Agreement from its original scheduled expiration date of November 30, 2018 through December 31, 2018.

*Description:* As part of the Green City, Clean Waters Plan of the Philadelphia Water Department ("PWD"), the School District has been working with The Trust for Public Land ("TPL") and PWD on a playground and stormwater improvement project in the schoolyard of the Benjamin Franklin Elementary School.

This project is aligned with the School District's Action Plan strategy by providing an active partnership among the School District, foundations, community organizations, local universities and colleges, community groups and others to create educationally and socially vibrant interior and outdoor spaces at schools throughout the School District.

ABC Code/Funding Source

\$75,000.00

#### **A-8**

#### **Categorical/Grant Fund: \$198,200 Contract with W.H.S., Inc. – Trailer Modernization and Relocation – Non-Public Schools**

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 W.H.S., Inc., the lowest responsible bidder, for trailer modernization and relocation at non-public schools, for an amount not to exceed \$198,200, for the period commencing November 17, 2017 until completion of the project.

*Description:*

Spec: B-025 O  
of 2017/18

General Service Contract - Trailer Modernization and Relocation

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Various locations throughout the City of Philadelphia for Non-Public Schools  
 W. H. S., Inc.  
 Levittown, Pennsylvania 19056  
 ABC Code: 201X-G10-9610-4541-3291 \$73,200.00  
 ABC Code: 1989-010-9490-2113-3291 \$125,000.00  
 Total Aggregate M/WBE Participation: 0.0%

This General Service Contract is for trailer modernization and relocation at various locations throughout the City of Philadelphia for Non-Public Schools. This project was publicly advertised on September 8, 2017 and posted on the District's website. Bids were publicly opened on October 3, 2017. W.H.S. was the only bidder and the hourly rate bid was deemed to be responsible, fair and reasonable.

ABC Code/Funding Source	\$198,200.00
201X-G10-9610-4541-3291 Title I (\$73,200.00)	
1989-010-9490-2113-3291 Act 89 (\$125,000.00)	

#### A-9

##### **Operating Budget: \$150,000 Contract with Americhem – Toilet Partitions**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to requirements contract of supplies and/or a combination of supplies and services, for purchases costing \$25,000 or more, to purchase plastic toilet partitions from Americhem International, for an amount not to exceed \$150,000, subject to funding, for the period commencing November 17, 2017 through November 30, 2019.

*Description:* This proposed award represents the completion of the public solicitation under A18-65904, Toilet Partitions, issued by Procurement on 08/04/2017. This solicitation was sent to twenty-one (21) vendors including our host of area assist agencies. Fourteen (14) companies downloaded the solicitation and of those, two (2) vendors responded. This award establishes a source for the purchase of plastic toilet partitions.

The two vendors that submitted a proposal were Benco, Inc., and Americhem International, Inc.

ABC Code/Funding Source	\$150,000.00
1100-031-9270-2623-6132 FY18 (\$43,750.00)	
1100-031-9270-2623-6132 FY19 (\$75,000.00)	
1100-031-9270-2623-6132 FY20 (\$31,250.00)	

#### A-10 (Pending)

##### **Capital Fund: \$250,000 Contracts with Safetyhouse.com and Supreme Safety – Asbestos Removal Supplies**

#### A-11

##### **General Fund: \$1,075,000 Contract Amendment with J. P. Mascaro & Sons – Waste Management, Trash Removal and Recycling Services**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of a contract, originally entered into with J. P. Mascaro & Sons, pursuant to Resolution A-25, approved by the School Reform Commission on June 16, 2016, for waste management, trash removal and recycling services, by

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increasing the amount of the contract by an additional \$1,075,000, from the \$8,100,000 approved by Resolution A-25, to an amount not to exceed \$9,175,000, subject to funding.

*Description:* This amendment would increase the award for the District's contract for the removal of trash, refuse, and recyclables from all district sites by an additional \$1,075,000, subject to funding.

On April 19, 2016, the School District issued RFP-487 for waste management services at school facilities across the city. The services from the vendor include providing all work force and equipment deployments, project management, route development, operational integrity, and scheduling regimen for district-wide trash removal services and recycling operations. Three vendors submitted proposals. After a thorough evaluation of the responses, the recommendation was to award the contract to J. P. Mascaro & Sons, for an amount not to exceed \$8,100,000, for the period commencing July 1, 2016 through June 30, 2019. The RFP provides for (two) one-year renewal options through June 30, 2021.

ABC Code/Funding Source	\$1,075,000.00
1100-033-9270-2695-4111 FY18 General Fund (\$637,500.00)	
1100-033-9270-2695-4111 FY19 General Fund (\$437,500.00)	

## A-12

### **Categorical/Grant Fund: \$250,000 Ratification of Grant Acceptance from the Promise of Strong Partnership for Education Reform**

RESOLVED, that the School Reform Commission hereby ratifies the acceptance with appreciation by The School District of Philadelphia, through the Superintendent, of a grant from Drexel University in an amount not to exceed \$250,000, 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, and Morton McMichael Elementary School for the implementation and evaluation of Promise of Strong Partnership for Education Reform (ProSPER United States Department of Education Promise Neighborhood grant), for the period commencing October 1, 2017 through June 30, 2018.

*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 and Morton McMichael Elementary School. ProSPER is a broad outline for a plan that will be developed in partnership with the local community, nonprofits and the School District. Key impact areas include: Early Learning, K-12 Reform, College and Career Readiness, and Family and Community Supports.

This resolution is a ratification resolution because the federal grant distributes funds on a calendar year and therefore the schools can benefit from the resources aligned to the current academic year. For this academic year, Samuel Powel Elementary School, Science Leadership Academy Middle School, Alain Locke Elementary School, Martha Washington Elementary School, Morton McMichael Elementary School will each receive \$50,000 that will target supports against the United States Department of Education Government Performance and Results Indicators for the Promise Neighborhoods grant. The District will also ensure that the supports identified align to the District's Anchor Goals, Schools' Action Plan and Schools' goals.

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The schools will use the allocations as indicated: Samuel Powel Elementary School: literacy and mathematics professional development and climate support; Science Leadership Academy-Middle School: professional development in literacy and mathematics; Alain Locke Elementary School: a climate support position; Martha Washington Elementary School: mathematics support; and Morton McMichael Elementary School: professional development in the areas of literacy and mathematics and job embedded coaching support.

ABC Code/Funding Source \$250,000.00

### *Executive*

#### **A-13**

#### **Operating Budget: \$30,000 Contract with The Pennsylvania Convention Center Authority – Audio/Visual Services and Equipment**

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through its Superintendent or his designee, to execute, deliver and perform a contract with The Pennsylvania Convention Center Authority to provide audio/visual services and equipment during the Benchmarking, Analytics and Management meeting for Principals and school leaders, for an amount not to exceed \$30,000, for the period commencing November 17, 2017 through June 30, 2018.

*Description:* During the 2017-18 school year, The School District of Philadelphia ("the District") will deliver a series of meetings entitled Benchmarking, Analytics and Management (BAM) meetings for principals and school leaders. The purpose of these meetings is to advance school improvement and increase academic outcomes for students through four key activities: 1) data review, 2) implementation review of evidence-based strategies and actions, 3) professional development, and 4) collaborative work time. Principals and school leaders receive important information during a plenary session, then participate in breakout sessions to review actionable data points for their school while receiving relevant and timely professional development.

Because each meeting is attended by 450-500 participants, including the District's 221 principals, an additional leader from each school, all Assistant Superintendents, central office leaders, and meeting facilitators and speakers, it is not possible to hold these meetings at the School District of Philadelphia. The Pennsylvania Convention Center Authority has agreed to donate the use of the space for the meeting scheduled on December 13-14, 2017. The District is responsible for paying for all audio/visual services, utilities, telecommunications, use of equipment and ancillary services related to the event. Internet access, networking and wireless services are provided exclusively by the Pennsylvania Convention Center Authority, and the Pennsylvania Convention Center Authority's Audio Visual Services Department is the exclusive operator of the "house" sound and lighting systems in the meeting rooms.

ABC Code/Funding Source \$30,000.00  
1100-051-9020-2361-4422 Operating

### *Evaluation, Research, and Accountability*

#### **A-14**

#### **Categorical/Grant Fund: \$192,000 Contract with In-Class Today, Inc. – Intervention Services for Student Absenteeism**

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 In Class Today, Inc. to provide intervention services leveraging direct mailing and text message communications to parents

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and guardians regarding student absenteeism, for an amount not to exceed \$192,000 for the period commencing November 17, 2017 through November 17, 2018.

*Description:* The School District of Philadelphia will contract with In Class Today, Inc. (ICT) to leverage direct mail communications to empower parents and guardians with relevant, useful and comprehensive information about their own child's absenteeism to increase attendance and thereby improve student achievement.

Professor Todd Rogers, Director of the Harvard Kennedy School's Student Social Support R&D Laboratory ("S3"), first completed a pilot of the direct mail project in the School District of Philadelphia during the 2012-2013 school year. That research team then completed a district-wide implementation in the 2014-2015 school year. The intervention reduced chronic absenteeism by 11% at 1/20th the cost per incremental day of other interventions. The intervention was repeated during the 2016-2017 school year and yielded similar, positive results, with 22,284 fewer absences among at-risk students and a reduction of almost a full day of absence per target household.

Students attending all regular status, public elementary, middle, and high schools in the School District will be included in the experimental universe. Only parents/guardians of students with a certain number of absences will receive communications. When cell phone number is available, text messaging pre-alerts will be used to inform parents/guardians that they will be receiving a direct mail communication.

ICT is an entity that was created for the sole purpose of scaling out the research developed in the S3 lab at the Harvard Kennedy School. ICT is a sole source provider of a unique combination of services in this emerging area. The project will be run and managed by ICT, with the attention and involvement of Todd Rogers. The intervention planned for the 2017-2018 school year is predicted to result in an even more potent improvement on previous studies.

ABC Code/Funding Source	\$192,000.00
201x-G42-9730-2816-3291 Title I	

### ***Student Support Services***

#### **A-15**

#### **Operating Budget: \$925,500 Contract with DocuSafe Record Management LLC – Records Management and Offsite Storage**

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 DocuSafe Records Management, LLC, to provide off-site records storage and management services, for an amount not to exceed \$925,500, for the period commencing January 1, 2018 through December 31, 2021, with two one-year options to renew through December 31, 2023, for a total amount not to exceed \$1,295,000.

*Description:* The School District of Philadelphia requires the services of a commercial records storage facility for storing, retrieving, updating, storage management, and approved destruction of the School District of Philadelphia student, employee and administrative records.

The majority of the records are enclosed in standard letter/legal file boxes size. There are also some records such as old ledger books, drawings, microfilm, microfiche and checks. Some historical records are included and are required to be stored in a climate-controlled area, (65 to 75 degrees Fahrenheit with 45 to 55 per cent relative humidity) required for long-term perpetual storage. The School District of Philadelphia presently stores approximately 54,347 boxes occupying 65,347 cubic feet.

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The vendor shall accept and respond to the pickup and delivery requests from authorized School District of Philadelphia staff. The vendor will deliver requested boxes and/or files during the School District of Philadelphia, regular business hours of 8:00 a.m. to 5:00 p.m., Monday through Friday, excluding holidays.

The proposal must include costs for pick-up, retrieval, additions of new records, destruction, inventory and management of records according to the School District of Philadelphia, Retention Schedule.

The committee was represented by Student Records, the Record Center and input from Procurement.

ABC Code/Funding Source	\$925,500.00
1100-058-9830-2547-4411 FY18 (\$123,400.00)	
1100-058-9830-2547-4411 FY19 (\$185,100.00)	
1100-058-9830-2547-4411 FY20 (\$185,100.00)	
1100-058-9830-2547-4411 FY21 (\$185,100.00)	
1100-058-9830-2547-4411 FY22 (\$185,100.00)	
1100-058-9830-2547-4411 FY23 (\$185,100.00)	
1100-058-9830-2547-4411 FY24 (\$61,700.00)	

#### A-16

*Withdrawn by Staff*

### III. EDUCATION SERVICES

*Academic – Donations/Acceptances*

#### B-1

**Donation: \$200,000 Acceptance of Donation from Goodwill Industries of Southern New Jersey & Philadelphia – Student Pre-Employment Transitional Support Services; 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-employment transitional support services for School District students with disabilities from Goodwill Industries of Southern New Jersey & Philadelphia, valued at approximately \$200,000 for the period commencing November 17, 2017 through November 17, 2020, and be it,

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia through the Superintendent or his designee, contingent upon receipt of the donation, to execute, deliver and perform a Memorandum of Understanding and any other appropriate documents with Goodwill Industries of Southern New Jersey & Philadelphia, to provide free pre-employment transitional support services, for the period commencing November 17, 2017 through November 17, 2020. The Memorandum of Understanding shall be in a form acceptable to the Office of General Counsel and the Office of Risk Management.

*Description:* The purpose of this resolution is to accept a donation of services from Goodwill Industries of Southern New Jersey & Philadelphia to provide free pre-employment transition support services to District high school students with special needs. Goodwill Industries of Southern New Jersey & Philadelphia received funding from the Pennsylvania Department of Labor and Industry, Office of Vocational Rehabilitation (OVR) to develop and implement pre-educational transitional support services

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for students with disabilities at the local school level. Student pre-employment transition services consist of the following supports: career counseling, career planning, job readiness training, navigating the job and college application process, self-advocacy, and continuing education readiness skills. The goal of transitional services is to ensure that students are effective self-advocates, can live independently, find meaningful jobs, and are career and college ready by graduation.

Goodwill Industries of Southern New Jersey & Philadelphia proposes to provide pre-employment transitional support services annually for approximately 240 students at the following six District schools: High School of the Future, Overbrook High School, South Philadelphia High School, Horace Furness High School, Swenson Arts and Technology High School, and George Washington High School. These six schools were selected based on need and number of enrolled students with disabilities, particularly schools having higher numbers of students with autism, specific learning disabilities and intellectual disabilities.

Goodwill Industries of Southern New Jersey & Philadelphia projects that it will annually provide approximately 240 students with group and individual pre-employment transition support services. The complete transition program covers a thirty-week period of planned group and individualized student support services. During the thirty-week program, each student shall receive 90 to 120 minutes per week of supportive services. Group services shall include independent living skills training, self advocacy training and work readiness training. Individual Services consist of job shadowing. Individual student support includes vocational discernment, customized training in vital work-based readiness skills, teaching job search and job application skills, job placement, and on-the-job monitoring, counseling and support.

ABC Code/Funding Source

\$200,000.00

## **B-2**

### **Donation: \$150,000 Acceptance of Donation St. John's Community Services – Student Pre-Employment Transitional Support Services; 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-employment transitional support services for School District students with disabilities from St. John's Community Services, valued at approximately \$150,000, for the period commencing November 17, 2017 through November 17, 2020, and be it,

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia through the Superintendent or his designee, contingent upon receipt of the donation, to execute, deliver and perform a Memorandum of Understanding and any other appropriate documents with St. John's Community Services, to provide free pre-employment transitional support services, for the period commencing November 17, 2017 through November 17, 2020. The Memorandum of Understanding shall be in a form acceptable to the Office of General Counsel and the Office of Risk Management.

*Description:* The purpose of this resolution is to accept a donation of services from St. John's Community Services to provide free pre-employment transition support services to District high school students with special needs. St. John's Community Services received funding from the Pennsylvania Department of Labor and Industry, Office of Vocational Rehabilitation (OVR) to develop and implement pre-educational transitional support services for students with disabilities at the local school level. Student pre-

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employment transition services consist of the following supports: career counseling, career planning, job readiness training, navigating the job and college application process, self-advocacy, work-based learning experience, job placement and support, and continuing education readiness skills. The goals of transitional services is to ensure that students are effective self-advocates, can live independently, find meaningful jobs, and are career and college ready by graduation.

St. John's Community Services proposes to provide pre-employment transitional support services annually for approximately 100 students at the following three School schools: Roberto Clemente Middle School, Strawberry Mansion High School and Community Council Leadership Academy. These three schools were selected based on need and number of enrolled students with disabilities, particularly schools having higher numbers of students with autism, emotional and intellectual disabilities.

St. John's Community Services projects that it will annually provide approximately 100 students with group and individual pre-employment transition support services. The complete transition program covers a thirty-week period of planned group services. During the thirty-week program, each student shall receive 90 to 120 minutes per week of supportive services. Group services shall include independent living skills training, self advocacy training and work readiness training.

ABC Code/Funding Source

\$150,000.00

### **B-3**

#### **Donation: \$149,154 Ratification of Acceptance of Donation from Inquiry Schools**

RESOLVED, that the School Reform Commission hereby ratifies the acceptance with appreciation by The School District of Philadelphia, through the Superintendent, of the donation of \$149,154 from Inquiry Schools, for professional development, consulting services and related supports, for the period commencing September 1, 2017 through June 30, 2018.

*Description:* This resolution reflects the donation and acceptance of a grant from Inquiry Schools to the School District of Philadelphia.

The District is entering into the year two of the innovative, non-selective-admission Science Leadership Academy Middle School (SLA-MS) in Powelton, a neighborhood in West Philadelphia. This new school will be part of a proposed K-8 school facility at the site of the former University City High School that will also house an expanded Samuel Powel Elementary School.

The Philadelphia School Partnership (PSP) has financially supported the planning and start-up processes for this new school. Inquiry Schools received PSP funding to provide the supports authorized by this resolution. Previously, PSP awarded grant funds to Drexel University from its Great Schools Fund for the strategic planning process of this initiative, and is continuing to provide funding for the next stage in the school start-up process.

This is a ratifying resolution because the grant funds for this current year of a multiyear grant from Philadelphia School Partnership were received by Inquiry Schools in August 2017, after the resolution submission deadline for the SRC's August 2017 meeting. This resolution was originally written and uploaded to be voted on during September 2017's SRC meeting. It was rejected from the system on September 27, 2017. The required edits were made after the deadline (September 29, 2017) for the October 2017 meeting. Prior to school opening on September 5, 2017, the professional development and

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related supports that Inquiry Schools provides needed to continue, uninterrupted to ensure the successful opening of the year two of SLA-MS.

ABC Code/Funding Source

\$149,154.00

#### **B-4**

#### **Categorical/Grant Fund: \$160,000 Ratification of Grant Acceptance from The Philadelphia School Partnership – SLA Middle School**

RESOLVED, that the School Reform Commission hereby ratifies the acceptance with appreciation by The School District of Philadelphia, through the Superintendent or his designee, of a grant of \$160,000 from Philadelphia School Partners, to fund the salary and benefits for two grade teachers at Science Leadership Academy Middle School, for the period commencing September 1, 2017 through June 30, 2018.

*Description:* The District is entering year two of the innovative, non-selective-admission Science Leadership Academy Middle School (SLA-MS) in Powelton, a neighborhood in West Philadelphia. This new school will be part of a proposed K-8 school facility at the site of the former University City High School that will also house an expanded Samuel Powel Elementary School.

The Philadelphia School Partnership (PSP) has financially supported the planning and start-up processes for this new school. These grant funds, the acceptance of which are being ratified through this resolution, will be used for the salary and benefits for two grade teachers who will teach 5th and 6th grade

This is a ratifying resolution because the grant funds were received in August 2017, after the resolution submission deadline for the SRC's August 2017 meeting. This resolution was originally written and uploaded to be voted on during September 2017's SRC meeting. It was rejected from the system on September 27, 2017. The required edits were made after the deadline (September 29, 2017) for the October 2017 meeting. It was imperative that the teachers funded by this grant participated in summer professional development and began teaching full-time when school opened, September 5, 2017.

ABC Code/Funding Source

\$160,000.00

#### **B-5**

#### **Donation: \$2,700,000 Ratification of Acceptance of Donation of Services and Resources from Temple University; Memorandum of Understanding**

RESOLVED, that the School Reform Commission hereby ratifies the acceptance with appreciation by The School District of Philadelphia, through the Superintendent, of the donation of professional development services from Temple University to improve leadership, instruction and parent engagement of English Learners, valued at \$2,700,000, for the period commencing September 1, 2016 through August 31, 2021; and be it

FURTHER RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent, of a Memorandum of Understanding with Temple University, in a form acceptable to the School District's Office of General

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Counsel, to implement this donation of services.

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

Temple University received a five-year, \$2.7 million National Professional Development Grant from the U.S. Department of Education (DOE). The project, titled Transforming School L.I.F.E. (Leadership, Instruction, and Family Engagement) for English Learners, aims to improve the school experiences, retention and academic achievement of English Learners (ELs) enrolled in middle and secondary grades in District schools.

The Office of Multilingual Programs and Curriculum is partnering with Temple University to lead a comprehensive professional development effort that includes a School Leaders Institute, support for in-service teachers to earn a Pennsylvania Program Specialist: ESL Certificate through Temple's TESOL Graduate Program, and English language instruction to parents of ELs across the District. Transforming School L.I.F.E. aims not only to impact EL student achievement in selected schools in Philadelphia, but also to serve as a promising model for other large, urban school districts across the United States.

OMCP reached out to all high schools as well as elementary and middle schools serving English Learners in grades 6-8 to inform principals and leadership teams of the opportunity. 18 schools expressed interest including nine high schools and nine elementary/middle schools. After further discussions between Temple, OMCP and the leadership teams of the 18 schools, nine high schools decided to apply for the opportunity. Temple selected all nine schools to participate--five schools in the first cohort and four schools in the second cohort.

Roll-out and delivery of these services will be as follows:

Year 1: September 1, 2016 to August 31, 2017 - planning year to identify the participating schools and to recruit necessary personnel for research and project coordination. Currently, the participating schools are: Frankford, Franklin Learning Center, Furness, Kensington Health Sciences, Lincoln, Northeast, and George Washington high schools.

Years 2 & 3: September 1, 2017 to August 31, 2019, work begins with Cohort 1 schools comprised of Furness, Franklin Learning Center (FLC), Kensington Health Sciences, and Lincoln High Schools

Years 4 & 5: September 1, 2019 to August 31, 2021 - continue the supports for Cohort 1 schools and begin implementation of supports for Cohort 2 schools comprised of Frankford, George Washington, and Northeast high schools. Cohort 2 will serve as a research control group for years 2-3 of the grant for research purposes.

ABC Code/Funding Source

\$2,700,000.00

*Academic – Contracts/Payments*

**B-6**

**Categorical/Grant Fund: \$100,000 Contract with Learning ZoneXpress, Inc. – Promotional Materials and Supplies**

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RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with Learning ZoneXpress, Inc. for the purchase of nutrition/wellness education and promotion materials and supplies, for an amount not to exceed \$100,000, subject to funding, for the period commencing November 17, 2017 through September 30, 2018.

*Description:* This award establishes a source for nutrition and wellness educational and promotional materials and supplies, such as posters, bulletin boards, signage, banners, and incentives like pens, magnets, stickers, etc., that support District Wellness Policy and Eat.Right.Now. programming messages. The Eat.Right.Now. (ERN) Program, federally funded through the USDA's Supplemental Nutrition and Assistance Program Education (SNAP-Ed), provides nutrition education, training/technical assistance to schools, and resources that support the overall wellness and health of District students so they are better learners. Through this federal grant funding, the ERN program will focus their efforts on supporting environmental changes in classrooms, cafeterias, and the overall school building that support student wellness which can directly affect academic achievement. Children and their families are typically bombarded with media messages promoting unhealthy behaviors, so materials purchased through this contract will be used to establish healthy messaging that support healthy behaviors. Healthy children make better learners and achieve better academically. The materials and supplies from Learning ZoneXpress will be distributed and posted equitably in District schools to support the District's Wellness Policy and promote healthy eating and general healthy behavior practices that support health, wellness, and the Whole Child. A competitive bid process was not used based on the determination that Learning ZoneXpress is a sole source distributor of the needed supports. Many of the materials and supplies from Learning ZoneXpress are proprietary items.

ABC Code/Funding Source  
267X-G30-9BP0-2390-6111

\$100,000.00

#### **B-7**

#### **Operating Budget: \$21,429 Contract with reDesign, LLC – Professional Development**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with reDesign LLC., for professional development services that will focus on designing a curriculum that aligns with the goals for the Middle College initiative at Parkway Center City Middle College High School, for an amount not to exceed \$21,429, for the period commencing November 17, 2017 through June 30, 2018.

*Description:* The School District of Philadelphia is partnering with Community College of Philadelphia (CCP) to create a middle college at Parkway Center City (PCC) High School. This innovative research-based middle college model is designed to prepare students for college-level work and jumpstart their success in college by allowing them to take a blend of high school and college level courses. Students will have the opportunity to earn a high school diploma while concurrently earning an associate degree. Middle college programs are collaborations between community colleges, school districts, and parents. According to the Middle College National Consortium, the collaborations make college attainable, reduce repetition in the curriculum, yield coordinated student services and eliminate the need for remediation. All middle colleges are located on or close to college campuses, begin with students entering high school in the 9th grade, and offer a combination of high school and college classes that result in an associate degree in liberal arts or up to 61 transferable college credits.

In order to prepare Parkway Center City Middle College Scholars to enter into a blended college

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environment during their high school career, reDesign, LLC will provide on-site coaching and virtual support to PCCMC instructional teams to develop researched based competency based units of study that will enhance the rigor and bridge the gap between the transition from High School to College. To assist in unwinding the work with the college, reDesign, LLC, initially facilitated a summer institute curriculum design workshop and provided two (2) customized interdisciplinary units of study for the middle college initiative. To provided additional support, a total of ten (10) on site instructional coaching days on an as needed basis will be provided to the PCCMC instructional team as well as 30 hours of virtual support during the 2017-2018 school year.

ABC Code/Funding Source  
1100-004-5080-1103-3291 Operating

\$21,429.00

## **B-8**

### **Categorical/Grant Fund: \$96,324 Authorization of Payments for Career and Technical Education Industry Recognized Certifications**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to pay invoices from various agencies for industry-recognized certifications, which agencies are approved by the Pennsylvania Department of Education, pursuant to 22 Pa. Code, Chapter 339.1 et seq. and Perkins IV, or the respective Career and Technical Education Occupational Advisory Board, including but not limited to: Microsoft Office Specialist (MOS), Microsoft Information Technology Academy (MITA), Pork Quality Assurance, Artificial Insemination, National Automotive Technician Educational Fund (NATEF), PA Cosmetology License, Occupational Safety and Health Administration (OSHA), Welders Training Institute (WTI) for AWS, Certified Nursing Assistant (CNA), CPR and First Aid, Print ED - Graphic Arts and Printing Programs of Study, International Computer Driver's License (ICDL), World Wide Organization of Webmasters (WOW), ServSafe - Culinary, National Occupational Competency Testing Institute (NOCTI), as mandated by the Pennsylvania Department of Education, Bureau of Career and Technical Education, for an aggregate amount not to exceed \$96,324, for the period commencing November 17, 2017 through June 30, 2018.

*Description:* The purpose of this resolution is to authorize the payment of invoices from various vendors for our District to provide Career and Technical Education (CTE) certification opportunities for CTE students. Student industry certification attainment is a basic component of CTE programs, the attainment of which supports and enhances both school-based and work-based learning opportunities. Through this resolution, the district is to pay for the costs associated with industry certifications, thereby allowing students the opportunity to earn certifications free of charge to them and their families. It is the District's intention to provide students with industry-recognized technical skills necessary to advance in their specific career areas. In addition, industry credentialing of CTE students addresses the Federal (Perkins IV) and Pennsylvania Department of Education (Chapter 339) mandates; specifically, ensuring that approved CTE programs maintain high levels of excellence supported through measurements of performance that lead to industry-recognized certifications.

These exams, which are detailed below, prepare students for meaningful employment and/or post-secondary education. Since June of 2008, all CTE programs have been required to administer the appropriate National Occupational Competency Testing Institute (NOCTI) to all CTE graduates/program completers. The NOCTI exam is the state-mandated end of program assessment for all CTE programs. In addition, the District has provided opportunities for the students to earn industry-recognized certifications free of charge. Every school offering one or more CTE programs will have the opportunity to administer a certification exam. As the District improves its programming, the acquisition of certifications will allow

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schools to adjust the curriculum in order to ensure that each child is successful.

Business Programs: \* Microsoft Office Specialist (MOS), \* Microsoft Information Technology Academy (MITA)

Agriculture Programs: \* Pork Quality Assurance, \* Artificial Insemination

Automotive Programs: \* National Automotive Technician Educational Fund (NATEF)

Cosmetology Programs: \* PA Cosmetology License

Construction Programs: \* Occupational Safety and Health Administration (OSHA), \* Welders Training Institute (WTI) for AWS

Health Programs: \* Certified Nursing Assistant (CNA), \* CPR and First Aid

Communications Programs: \* Print ED - Graphic Arts and Printing Programs of Study

Information Technology Programs: \* International Computer Driver's License (ICDL), \* World Wide Organization of Webmasters (WOW)

Culinary Programs: \* ServSafe - Culinary, Baking, and Hospitality Programs of Study

All Programs: \* National Occupational Competency Testing Institute (NOCTI) - Mandated by the Pennsylvania Department of Education's Bureau of Career and Technical Education

ABC Code/Funding Source	\$96,324.00
1200-006-9240-1393-6441 Ed for Employment (\$53,102.50)	
270X-G06-9240-2278-6441 Perkins (\$43,221.50)	

## **B-9**

### **Categorical/Grant Fund: \$122,171 Authorization of Payments to Hotels & Conference Centers – Career & Technical Student Organizations**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to pay invoices from various hotels and conference centers including, but not limited to: Hershey Lodge, Lancaster Convention Center, The Penn Stater Hotel and Conference Center, and Seven Springs Mountain Resort, for participation of students in Career and Technical Student Organization in conferences and competitions, for an aggregate amount not to exceed \$122,171, for the period commencing November 17, 2017 through June 30, 2018.

*Description:* The purpose of this resolution is to authorize the payment of invoices to various hotels and conference centers to allow for student participation in Career and Technical Student Organization (CTSO) conferences and competitions. Student participation is mandated by Chapter 339 (Vocational Education Standards) of the Pennsylvania School Code as an integral part of a Pennsylvania Department of Education (PDE)-approved Career and Technical Education (CTE) program. CTSOs are co-curricular, not extra-curricular, as they allow CTE students to apply the technical skills they have acquired to real-world simulated competitions with their peers from across the region, state, and nation. CTSOs are intended to provide career awareness, leadership, motivation, and recognition for career related skills, and

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serve as an extension of the classroom instructional program by integrating academics and career and technical skills into real work experiences. CTSO activities, such as regional contests, state conventions, and national competitions, provide the foundation needed for students to achieve in the classroom while also teaching students valuable employability and leadership skills. Students also learn the importance of meeting and engaging in activities with a diverse group and the appropriate social behaviors necessary to succeed. All of these factors contribute to the goal of total student development, which is necessary for all CTE students to assume successful roles in society and to enter the labor market.

The District currently has chapters affiliated with the following seven (7) PDE-approved CTSOs: Distributive Education Clubs of America, An Association of Marketing Students (DECA), Future Business Leaders of America (FBLA), Health Occupations Students of America (HOSA), National Future Farmers of America (FFA), Skills USA, Technology Student Association (TSA) and US For Inspiration and Recognition of Science and Technology (FIRST) Robotics. CTSO chapters are currently active in the following twenty-eight (28) high schools: Bartram, Dobbins, Edison, Franklin Learning Center, Kensington Health Science, King, Lincoln, Mastbaum, Northeast, Overbrook, Randolph, Roxborough, Saul, South Philadelphia, Swenson, The Workshop School, Washington and West Philadelphia. Also included are Ben Franklin, CAPA, Carver, Frankford, Furness, Kensington Business, Kensington CAPA, Robeson, and Science and Leadership Academy.

Total CTSO participation across the District in the 2016-2017 school year was approximately 2390 students. Of these participants, approximately 575 attended state competitions and conferences for their respective CTSOs. The District-mandated student to teacher ratio of 1:10 will be enforced for all conferences and competitions.

One outstanding example of the success of CTSOs is the hard work and dedication represented in the FFA club. When studying CTE at the secondary level, many CTSO members study for and compete in Career Development Events focusing on their area of study. W.B. Saul H.S. of Agricultural Sciences; FFA club has a rich history of student success in this area. W.B. Saul is home to nine state championships, seven in the Landscape/Nursery Judging contest and two in the Meats Evaluation contest. The 2005 Pennsylvania FFA President was a W.B. Saul graduate, and was the first ever African American to lead Pennsylvania FFA.

ABC Code/Funding Source	\$122,171.00
1200-006-9240-1393-5831 Operating	

## **B-10**

### **Categorical/Grant Fund: \$107,720 Contract with St. Christopher's Hospital for Children, LLC – Work Based Learning Program, Wages and Payroll Management and Support – CTE Health Related Technology Students**

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 St. Christopher's Hospital for Children to pay student wages and provide payroll management and support for the work-based learning program for Health Tech school-to-work students at Kensington Health Sciences Academy, for an amount not to exceed \$107,720.00, for the period commencing November 17, 2017 through June 30, 2018.

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*Description:* For over 23 years, St. Christopher's Hospital for Children has successfully administered and offered a free work-based learning program to health related technology students at Kensington Health Sciences Academy (KHSA). Until recently, St. Christopher's Hospital for Children has incurred all costs associated with the program. Given the success of the program and positive impact on student graduation rates, the Office of Career and Technical Education seeks authorization to contract with St. Christopher's Hospital for Children so that students at KHSA continue to benefit from this opportunity.

The program is an extension of the curriculum that students learn throughout the school year and allows students to receive real world, hands-on experiences that cannot be learned in the classroom. The experience will permit students to utilize the content of their classroom curriculum in a practical setting. The program features the following:

- \* Paid work-based learning experience for students in grades 11 and 12
- \* Shadowing opportunities for students in grade 10
- \* Health tech career awareness activities for students in grades 7, 8 and 9

#### Work-Based Learning Experience

Approximately 30 11th & 12th grade Health Tech school-to-work students will work one day per week in a specific department at St. Christopher's Hospital. Students will earn \$7.25/hr and work with employees of St. Christopher's Hospital who will serve as the student's supervisors/mentors. Students work closely with their supervisors/mentors and are treated as regular employees of the hospital. Work-based learning students are nurtured and supported, developing the self-esteem and confidence critical to post secondary success. Teachers ensure that the curriculum integrates seamlessly with students' work experiences and students complete special projects based on their work at the hospital. Students participate in a selection process that includes submitting an application, recommendation letters, a resume, and a successful interview. Students who successfully complete the work-based experience have the opportunity to apply for scholarships to pursue post-secondary education. During the past 20 years, \$1,271,000 has been awarded to Health Tech graduates to pursue post-secondary education.

#### Health Tech Shadowing

The Health Tech Shadowing component of this program is for 10th grade students. Students participate in an orientation and a shadowing experience with a St. Christopher's mentor the first day. This will be followed by monthly full-day shadowing of a 12th grade student involved in the work-based learning program. Shadowing provides students an opportunity to be exposed to the many careers in health care and engage with role models who offer support and encouragement to remain in school. Only students who complete the shadowing experience will be considered for paid worked-based learning in 11th and 12th grades.

#### Health Tech Career Awareness

The Health Tech Career Awareness component focuses on KHSA 9th grade students and 7th & 8th grade students from KHSA feeder schools. Starting in April, students will be introduced to various departments in the hospital. Health care professionals provide an orientation and tour of their departments. Students take part in question and answer sessions. Students who participate in the career awareness initiative will be considered for the shadowing program. Students must maintain at least a "C" average, 85% attendance, and a clear discipline record to be selected for this opportunity.

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*Questions/Comments are due at [SRC@philasd.org](mailto:SRC@philasd.org) no later than 4:30 p.m. on Friday, November 10, 2017. Please reference the Resolution Number and include your name and email address.*

St. Christopher's Hospital for Children is the only pediatric hospital participating in the Health Tech effort to help the city's at-risk youth. 98% of the students participating in this program get their high school diploma and a majority go on to college.

Among the program's many strengths are its clear goals:

- \* To strengthen economically at-risk students' life skills, study patterns, and work habits;
- \* To encourage students from the local community to graduate from high school and pursue higher education and/or careers in health care;
- \* To educate and motivate a future workforce recruited from the local community;
- \* To reinforce the hospital's relationship with the community

ABC Code/Funding Source	\$107,720.00
1200-006-9240-1393-3291 Ed for Employment (\$62,720.00)	
270X-G06-9240-2278-3291 Perkins (\$45,000.00)	

**IV. INTERMEDIATE UNIT**

*None Submitted*

# THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 100 Programs

TITLE: Nondiscrimination –  
Qualified Students With  
Disabilities/Protected Handicapped  
Students

ADOPTED: August 24, 2011

REVISED:

## 103.1 NONDISCRIMINATION – QUALIFIED STUDENTS WITH DISABILITIES/PROTECTED HANDICAPPED STUDENTS

### Authority

The School Reform Commission declares it to be the policy of this district to ensure that all district programs and practices are free from discrimination against all qualified students with disabilities/protected handicapped students. The SRC recognizes its responsibility to provide academic and nonacademic services and programs equally to students with and without disabilities. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)

The district shall provide to each qualified student with a disability/protected handicapped student enrolled in the district, without cost to the student or parent/guardian, a free and appropriate public education (FAPE). This includes provision of education and related aids, services, or accommodations which are needed to afford each qualified student with a disability/protected handicapped student equal opportunity to participate in and obtain the benefits from educational programs and extracurricular activities without discrimination, to the same extent as each student without a disability, consistent with federal and state laws and regulations.

The SRC encourages students and parents/guardians who believe they have been subjected to discrimination or harassment to promptly report such incidents to designated employees.

The SRC directs that complaints of discrimination or harassment shall be investigated promptly, and corrective action be taken for substantiated allegations. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.

The district shall not intimidate, threaten, coerce, discriminate or retaliate against any individual for the purpose of interfering with any right or privilege secured by this policy.

**In the event that the district fails to investigate a complaint of discrimination, fails to document the outcome of an investigation of discrimination, or if discrimination continues after an investigation has concluded, individuals may present a complaint in accordance with applicable SRC policies and administrative procedures.**[\[10\]](#)

### Definitions



**Qualified student with a disability/protected handicapped student** - a student who has a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the district's educational programs, nonacademic services or extracurricular activities.[\[11\]\[12\]](#)

**Section 504/ Chapter 15 Team**- a group of individuals who are knowledgeable about the student, the meaning of the evaluation data and the placement options for the student. This could include, as appropriate, documentation or input from classroom teachers, **administrators or designers**, counselors, psychologists, school nurses, **related service providers**, outside care providers and the student's parents/guardians.[\[3\]\[8\]](#)

**Section 504 Service Agreement (Service Agreement/504 Plan)** - an individualized plan for a qualified student with a disability/protected handicapped student which sets forth the specific related aids, services, or accommodations needed by the student, which shall be implemented in school, in transit to and from school, and in all programs and procedures, so that the student has equal access to the benefits of the school's educational programs, nonacademic services, and extracurricular activities.[\[13\]](#)

**Disability harassment** - intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the school's educational programs, nonacademic services, or extracurricular activities.[\[14\]](#)

### **Delegation of Responsibility**

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the SRC shall designate a district **Section 504/Chapter 15** Coordinator.[\[15\]](#)

In addition, each school within the district shall have a **Section 504/Chapter 15** Administrator and case manager.

The district shall publish and disseminate this policy and a complaint procedure on or before the first day of each school year by posting it on the district's website and in school calendars or brochures. The district shall notify parents/guardians of students residing in the district of the district's responsibilities under applicable laws and regulations, and that the district does not discriminate against qualified individuals with disabilities/**protected handicapped students**. **The notice shall include the name, position, office address, telephone number and email address of the Section 504/Chapter 15 Coordinator.**[\[16\]\[17\]](#)

### **Guidelines**

**This policy shall be made available in English and all other languages necessary to facilitate understanding by district residents.**

## Regulatory Procedure

### Identification and Evaluation

The district shall conduct an annual child find campaign to locate and identify every district student with a disability thought to be eligible for Section 504 services and protections. The district may combine this search with the district's IDEA child find efforts, in order to not duplicate efforts.[\[17\]](#)[\[18\]](#)

If a parent/guardian or the district has reason to believe that a student should be identified as a qualified student with a disability/protected handicapped student, should no longer be identified as a qualified student with a disability/protected handicapped student, or requires a change in or modification of the student's current Service Agreement, the parent/guardian or the district shall provide the other party with written notice.[\[19\]](#)[\[20\]](#)[\[21\]](#)

The district's notices to the parents/guardians shall be in the parents'/guardians' native language or mode of communication.

The district shall establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need related services because of a disability.[\[21\]](#)

The district shall specifically identify the procedures and types of tests used to evaluate a student, and provide the parent/guardian the opportunity to give or withhold consent to the proposed evaluation(s) in writing.[\[21\]](#)

The district shall establish procedures for evaluation and placement that assure tests and other evaluation materials:

1. Have been validated and are administered by trained personnel.
2. Are tailored to assess educational need and are not based solely on IQ scores.
3. Reflect aptitude or achievement or anything else the tests purport to measure and do not reflect the student's impaired sensory, manual or speaking skills (except where those skills are what is being measured).

### Service Agreement

If a student is determined to be a qualified student with a disability/protected handicapped student, the district shall develop a written Service Agreement for the delivery of all appropriate aids, services, or accommodations necessary to provide the student with FAPE.[\[13\]](#)

The Service Agreement shall be in writing and signed by the principal **or designee** and one (1) parent/guardian. Oral agreements may not be relied upon.[\[13\]](#)

The Service Agreement shall set forth the date the services shall begin; the date the services shall be discontinued; when appropriate, the procedure to be followed in the event of a medical emergency; specific related aids, services or accommodations the student shall receive, or if an agreement is being modified, the modified services the student shall receive.

The district shall not modify or terminate a student's current Service Agreement without the parent's/guardian's written consent.[\[19\]](#)

### Educational Programs/Nonacademic Services/Extracurricular Activities

The district shall educate a qualified student with a disability/protected handicapped student with students who are not disabled to the maximum extent appropriate to the needs of the student. A qualified student with a disability/protected handicapped student shall be removed from the regular educational environment only when the district determines that educating the student in the regular educational environment with the use of related aids, services, or accommodations cannot be achieved satisfactorily. Placement in a setting other than the regular educational environment shall take into account the proximity of the alternative setting to the student's home.[\[22\]](#)[\[23\]](#)

The district shall not discriminate against any qualified student with a disability/protected handicapped student in its provision of nonacademic services and extracurricular activities including, but not limited to, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs, and referrals to agencies which provide assistance to individuals with disabilities.[\[22\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)[\[27\]](#)[\[28\]](#)

### Discipline

When necessary, the district shall discipline qualified students with disabilities/protected handicapped students in accordance with state and federal laws and regulations, SRC policies **and district administrative procedures**.[\[29\]](#)[\[30\]](#)[\[31\]](#)

### Parental Involvement

Parents/Guardians have the right to inspect and review all relevant school records of the student, meet with the appropriate school officials to discuss any and all issues relevant to the evaluation and accommodations of their child, and give or withhold their written consent to the evaluation and/or the provision of services.[\[13\]](#)[\[20\]](#)[\[21\]](#)[\[32\]](#)

### Confidentiality of Student Records

All personally identifiable information regarding a qualified student with a disability/protected handicapped student shall be treated as confidential and disclosed only as permitted by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, state regulations, and SRC policy.[\[33\]](#)[\[34\]](#)[\[35\]](#)

### **Referral to Law Enforcement and Reporting Requirements**

**For reporting purposes, the term incident shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.**[\[36\]](#)[\[37\]](#)[\[38\]](#)

**The Superintendent, Office of School Safety or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a qualified student with a disability/protected handicapped student, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement, and SRC policies. The Superintendent or designee shall respond in a manner that is consistent with the student's Service Agreement and Behavior Support Plan, if applicable.**[\[11\]](#)[\[13\]](#)[\[22\]](#)[\[30\]](#)[\[34\]](#)[\[36\]](#)[\[39\]](#)[\[40\]](#)[\[41\]](#)[\[42\]](#)[\[43\]](#)[\[44\]](#)[\[45\]](#)[\[46\]](#)[\[47\]](#)[\[48\]](#)[\[49\]](#)

**In making a determination of whether to notify the local police department of a discretionary incident committed by a qualified student with a disability/protected handicapped student, including a student for whom an evaluation is pending, the Superintendent, Office of School Safety or designee shall use the same criteria used for students who do not have a disability.**[\[40\]](#)[\[49\]](#)[\[50\]](#)[\[9\]](#)

**For a qualified student with a disability/protected handicapped student who does not have a Behavior Support Plan as part of the student's Service Agreement, subsequent to notification to law enforcement, the district, in consultation with the student's parent/guardian, shall consider whether a Behavior Support Plan should be developed as part of the Service Agreement to address the student's behavior.**[\[13\]](#)[\[41\]](#)

**In accordance with state law, the Superintendent shall annually, by July 31, report to the Office for Safe Schools on the required form all new incidents committed by qualified students with disabilities/protected handicapped students, including students for whom an evaluation is pending, which occurred on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity.**[\[37\]](#)[\[49\]](#)

### Procedural Safeguards

The district shall establish and implement a system of procedural safeguards that includes notice of rights to the parent/guardian of a student suspected of being a qualified student with a disability/protected handicapped student, an opportunity for the parent/guardian to review relevant records, an impartial hearing with an opportunity for participation by the student's parent/guardian, and a review procedure.[\[32\]](#)[\[51\]](#)

A student or parent/guardian filing a claim of discrimination need not exhaust these procedures prior to initiating court action under Section 504.[\[20\]](#)

### ~~Parental Request For Assistance—~~

~~Parents/Guardians may file a written request for assistance with the Pennsylvania Department of Education (PDE) if one (1) or both of the following apply:~~[\[32\]](#)

- ~~1. The district is not providing the related aids, services and accommodations specified in the student's Service Agreement.~~
- ~~2. The district has failed to comply with the procedures and state regulations.~~

~~PDE shall investigate and respond to requests for assistance and, unless exceptional circumstances exist, shall, within sixty (60) calendar days of receipt of the request, send to the parents/guardians and district a written response to the request. The response to the parents'/guardians' request shall be in the parents'/guardians' native language or mode of communication.~~[\[32\]](#)

### ~~Informal Conference—~~

~~At any time, parents/guardians may file a written request with the district for an informal conference with respect to the identification or evaluation of a student, or the student's need for related aids, services or accommodations. Within ten (10) school days of receipt of the request, the district shall convene an informal conference. At the conference, every effort shall be made to reach an amicable agreement.~~[\[32\]](#)

### ~~Formal Due Process Hearing—~~

~~If the matters raised by the district or parents/guardians are not resolved at the informal conference, the district or parents/guardians may submit a written request for an impartial due process hearing. The hearing shall be held before an impartial hearing officer and shall be conducted in accordance with state regulations.~~[\[32\]](#)[\[52\]](#)

### ~~Judicial Appeals—~~

~~The decision of the impartial hearing officer may be appealed to a court of competent jurisdiction.~~[\[32\]](#)

## **Regulatory Procedure**

### Complaint Procedure

This complaint procedure is in addition to and does not prevent parents/guardians from using any option in the procedural safeguards system.[\[9\]](#)

### **Step 1—Reporting**

~~A student or his/her parent/guardian who believes s/he has been subject to conduct **by any student, employee or third party** that constitutes a violation of this policy is encouraged to immediately report the incident to the Section 504/Chapter 15 case manager or to any other~~

member of the school staff, including teachers, guidance counselors, ~~nurses~~, 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 Section 504/Chapter 15 case manager or designee.

If the Section 504/Chapter 15 case manager is the subject of a complaint, the student, parent/guardian or employee shall report the incident directly to the district's Section 504/Chapter 15 Coordinator.

The complainant or reporting employee is encouraged to use the report form available from the Section 504/Chapter 15 building administrator, but oral complaints shall be acceptable. Oral complaints shall be documented by the Section 504/Chapter 15 case manager.

## **Step 2—Investigation**

Upon receiving a complaint of discrimination, the Section 504/Chapter 15 administrator, case manager or designee shall investigate the complaint, unless the Section 504/Chapter 15 administrator, case manager or designee is the subject of the complaint or is unable to conduct the investigation.

~~The Section 504/Chapter 15 administrator, case manager or designee shall conduct an adequate, reliable and impartial investigation and shall provide the opportunity for each party to present witnesses and other evidence.~~

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

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

~~If the investigation results in a determination that the conduct being investigated may involve a violation of criminal law, the building administrator or designee shall inform law enforcement authorities about the incident.~~

~~The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded. The investigator should coordinate with any other ongoing district or criminal investigation of the incident.~~

All investigations shall be completed by the assigned investigator within fourteen (14) days from the filing date of the complaint. Extenuating circumstances for not being able to comply with the deadline must be approved by the Section 504/Chapter 15 Coordinator. The extension must be a specified period of time not exceeding fourteen (14) days, and must be communicated to the complainant.

### Step 3—Investigative Report

~~The Section 504/Chapter 15 administrator, case manager or designee shall prepare a written report to the Section 504/Chapter 15 Coordinator within fourteen (14) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, the basis for the determination and a recommended disposition of the complaint.~~

~~The complainant and the accused shall be provided written notice of the outcome of the investigation, including the recommended disposition. The accused shall not be notified of the individual remedies offered or provided to the complainant.~~[\[33\]](#)

### Step 4—District Action

~~If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases. The district shall take steps to prevent the recurrence of prohibited conduct and to correct the discriminatory effect on the complainant and others, if appropriate. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant.~~[\[33\]](#)

~~Disciplinary actions shall be consistent with the Code of Student Conduct, SRC policies and administrative procedures, applicable collective bargaining agreements, and state and federal laws, and may include educational activities and/or counseling services.~~

~~If it is concluded that a student has knowingly made a false complaint under this policy, such student shall be subject to disciplinary action.~~

### Appeal Procedure

- ~~1. If the complainant or the accused is not satisfied with a finding of no violation of the policy or with the recommended corrective action, s/he may submit a written appeal to the Section 504/Chapter 15 Coordinator within fifteen (15) days.~~
- ~~2. The Section 504/Chapter 15 Coordinator shall review the investigation and the investigative report and may also conduct a reasonable investigation.~~
- ~~3. The Section 504/Chapter 15 Coordinator shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused and the Section 504/Chapter 15 case manager who conducted the initial investigation.~~

### Legal References:

1. 22 PA Code 12.1
2. 22 PA Code 12.4
3. 22 PA Code 15.1 et seq
4. 22 PA Code 4.4

5. 29 U.S.C. 794  
6. 42 U.S.C. 12101 et seq  
7. 28 CFR Part 35  
8. 34 CFR Part 104  
9. Pol. 103  
10. Pol. 906  
11. 22 PA Code 15.2  
12. 42 U.S.C. 12102  
13. 22 PA Code 15.7  
14. Pol. 248  
15. 34 CFR 104.7  
16. 22 PA Code 15.4  
17. 34 CFR 104.32  
18. Pol. 113  
19. 22 PA Code 15.5  
20. 22 PA Code 15.6  
21. 34 CFR 104.35  
22. 22 PA Code 15.3  
23. 34 CFR 104.34  
24. 34 CFR 104.37  
25. Pol. 112  
26. Pol. 122  
27. Pol. 123  
28. Pol. 810  
29. Pol. 113.1  
30. Pol. 218  
31. Pol. 233  
32. 22 PA Code 15.8  
33. 20 U.S.C. 1232g  
34. 22 PA Code 15.9  
35. Pol. 216  
36. 22 PA Code 10.2  
37. 24 P.S. 1303-A  
38. 35 P.S. 780-102  
39. 22 PA Code 10.21  
40. 22 PA Code 10.22  
41. 22 PA Code 10.23  
42. 22 PA Code 10.25  
43. 24 P.S. 1302.1-A  
44. Pol. 113.2  
45. Pol. 218.1  
46. Pol. 218.2  
47. Pol. 222  
48. Pol. 227  
49. Pol. 805.1  
50. 22 PA Code 15.1  
51. 34 CFR 104.36  
52. 22 PA Code 14.162



**Related Information:**

28 CFR Part 35

34 CFR Part 99

Philadelphia Code of Ordinances (Fair Practice Ordinance) - 9-1101 et seq

Philadelphia Commission on Human Relations Guidance

**ADMINISTRATIVE PROCEDURES: NONDISCRIMINATION – QUALIFIED  
STUDENTS WITH DISABILITIES/PROTECTED HANDICAPPED STUDENTS  
(Attachment for Policy No. 103.1)**

**Parental Request For Assistance –**

Parents/Guardians may file a written request for assistance with the Pennsylvania Department of Education (PDE) if one (1) or both of the following apply:[\[1\]](#)

1. The district is not providing the related aids, services and accommodations specified in the student's Service Agreement.
2. The district has failed to comply with the procedures and state regulations.

PDE shall investigate and respond to requests for assistance and, unless exceptional circumstances exist, shall, within sixty (60) calendar days of receipt of the request, send to the parents/guardians and district a written response to the request. The response to the parents'/guardians' request shall be in the parents'/guardians' native language or mode of communication.[\[1\]](#)

**Informal Conference –**

At any time, parents/guardians may file a written request with the district for an informal conference with respect to the identification or evaluation of a student, or the student's need for related aids, services or accommodations. Within ten (10) school days of receipt of the request, the district shall convene an informal conference. At the conference, every effort shall be made to reach an amicable agreement.[\[1\]](#)

**Formal Due Process Hearing –**

If the matters raised by the district or parents/guardians are not resolved at the informal conference, the district or parents/guardians may submit a written request for an impartial due process hearing. The hearing shall be held before an impartial hearing officer and shall be conducted in accordance with state regulations.[\[1\]](#)[\[2\]](#)

**Judicial Appeals –**

The decision of the impartial hearing officer may be appealed to a court of competent jurisdiction.[\[1\]](#)

## **Complaint/Grievance Procedure**

### Complaint Procedure

This complaint procedure is in addition to and does not prevent parents/guardians from using any option in the procedural safeguards system.[3]

#### Step 1 – Reporting

A student or his/her parent/guardian who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of this policy is encouraged to immediately report the incident to the Section 504/Chapter 15 case manager or to any other member of the school staff, including teachers, guidance counselors, nurses, 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 Section 504/Chapter 15 case manager or designee.

If the Section 504/Chapter 15 case manager is the subject of a complaint, the student, parent/guardian or employee shall report the incident directly to the district's Section 504/Chapter 15 Coordinator.

The complainant or reporting employee is encouraged to use the report form available from the Section 504/Chapter 15 building administrator, but oral complaints shall be acceptable. Oral complaints shall be documented by the Section 504/Chapter 15 case manager.

#### Step 2 – Investigation

Upon receiving a complaint of discrimination, the Section 504/Chapter 15 administrator, case manager or designee shall investigate the complaint, unless the Section 504/Chapter 15 administrator, case manager or designee is the subject of the complaint or is unable to conduct the investigation.

The Section 504/Chapter 15 administrator, case manager or designee shall conduct an adequate, reliable and impartial investigation and shall provide the opportunity for each party to present witnesses and other evidence.

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

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

If the investigation results in a determination that the conduct being investigated may involve a violation of criminal law, the building administrator or designee shall inform law enforcement authorities about the incident.

The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded. The investigator should coordinate with any other ongoing district or criminal investigation of the incident.

All investigations shall be completed by the assigned investigator within fourteen (14) days from the filing date of the complaint. Extenuating circumstances for not being able to comply with the deadline must be approved by the Section 504/Chapter 15 Coordinator. The extension must be a specified period of time not exceeding fourteen (14) days, and must be communicated to the complainant.

### Step 3 – Investigative Report

The Section 504/Chapter 15 administrator, case manager or designee shall prepare a written report to the Section 504/Chapter 15 Coordinator within fourteen (14) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, the basis for the determination and a recommended disposition of the complaint.

The complainant and the accused shall be provided written notice of the outcome of the investigation, including the recommended disposition. The accused shall not be notified of the individual remedies offered or provided to the complainant.[\[4\]](#)

#### Step 4 – District Action

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases. The district shall take steps to prevent the recurrence of prohibited conduct and to correct the discriminatory effect on the complainant and others, if appropriate. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant.[\[4\]](#)

Disciplinary actions shall be consistent with the Code of Student Conduct, SRC policies and administrative procedures, applicable collective bargaining agreements, and state and federal laws, and may include educational activities and/or counseling services.

If it is concluded that a student has knowingly made a false complaint under this policy, such student shall be subject to disciplinary action.

#### Appeal Procedure

1. If the complainant or the accused is not satisfied with a finding of no violation of the policy or with the recommended corrective action, s/he may submit a written appeal to the Section 504/Chapter 15 Coordinator within fifteen (15) days.
2. The Section 504/Chapter 15 Coordinator shall review the investigation and the investigative report and may also conduct a reasonable investigation.
3. The Section 504/Chapter 15 Coordinator shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused and the Section 504/Chapter 15 case manager who conducted the initial investigation.

#### Legal References:

1. 22 PA Code 15.8
2. 22 PA Code 14.162
3. Pol. 103
4. 20 U.S.C. 1232g

# THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 100 Programs

TITLE: Curriculum  
Development

ADOPTED: April 27, 1981

REVISED: December 17,  
1990

## 105 CURRICULUM DEVELOPMENT

### Purpose

**Superintendent or his/her designee** recognizes its responsibility for the **development, assessment** and improvement of the educational program **of the schools**. To this **end**, the curriculum shall be evaluated, developed **and modified** on a continuing basis **and** in accordance with **a plan for curriculum improvement**.<sup>[1]</sup>

### Definition

**Curriculum** - series of planned instruction aligned with established academic standards in each subject that is coordinated, articulated and implemented in a manner designed to result in the achievement of academic standards **at the proficient level of all students**.<sup>[2][3][4]</sup>

### Authority

The SRC is responsible for the curriculum of the district's schools. The curriculum shall be designed to provide students the opportunity to achieve the academic standards established by the SRC. Attaining the academic standards requires students to demonstrate the acquisition and application of knowledge.<sup>[1][2][4]</sup>

In order to provide a quality educational program for district students, the SRC shall adopt a curriculum plan that includes the requirements for courses to be taught; subjects to be taught in the English language; courses adapted to the age, development and needs of students; and strategies for assisting those students having difficulty attaining the academic standards.<sup>[1][2][5][6][7][8]</sup>

### Mandatory Regulatory Procedure

The SRC is committed to the support of a full range of curricular programs. The district's curriculum shall provide the following:

1. Continuous learning through effective collaboration among the schools of this district.

2. **Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program.**[9]
3. **Guidance and counseling services for all students to assist in career and academic planning.**[10]
4. **A continuum of educational programs and services for all students with disabilities, pursuant to law, regulations, and policies as adopted by the SRC .**[11]
5. **Limited English Proficiency programs for students whose dominant language is not English, pursuant to law, regulations, and policies as adopted by the SRC.**[12]
6. **Compensatory education programs for students, pursuant to law, regulations, and policies as adopted by the SRC.**
7. **Equal educational opportunity for all students, pursuant to law, regulations, and policies as adopted by the SRC.**[13][14]
8. **Career awareness and vocational education, pursuant to law, regulations, and policies as adopted by the SRC.**[15]
9. **Educational opportunities for identified gifted students, pursuant to law, regulations, and policies as adopted by the SRC.**[16]
10. **Regular and continuous instruction in required safety procedures.**[17]

**A listing of all curriculum materials shall be made available for the information of parents/guardians, students, staff and Commissioners.**[1][18]

### **Delegation of Responsibility**

**As the educational leader of the district, the Superintendent shall be responsible to the SRC for the district's curriculum. S/He shall establish procedures for curriculum development, evaluation and modification, which ensure the utilization of available resources, and effective participation of administrators, teaching staff members, and community members.**[1]

**With prior SRC approval, the Superintendent may conduct pilot programs as deemed necessary to the continuing improvement of the instructional program. The Superintendent shall report periodically to the SRC on the status of each pilot program, along with its objectives, evaluative criteria, and costs.**

**The SRC directs the Superintendent to pursue actively state and federal aid in support of research activities.**

### **Legal References:**

1. 22 PA Code 4.4
2. 22 PA Code 4.12
3. 22 PA Code 4.3
4. Pol. 106 - Academic Standards
5. 24 P.S. 1511
6. 24 P.S. 1512
7. Pol. 107 - Adoption of Planned Instruction
8. Pol. 127 - Assessment System
9. Pol. 109 - Resource Materials
10. Pol. 112 - Guidance Counseling
11. Pol. 113 - Special Education
12. Pol. 138 - English as a Second Language/Bilingual Education Program
13. Pol. 103 - Nondiscrimination in School and Classroom Practices
14. Pol. 103.1 - Nondiscrimination-Qualified Students With Disabilities/Protected Handicapped Students
15. Pol. 115 - Career and Technical Education
16. Pol. 114 - Gifted Education
17. Pol. 805 - Emergency Preparedness
18. Pol. 105.1 - Review of Instructional Materials by Parents/Guardians and Students

**Related Information:**

- 24 P.S. 696
- 22 PA Code 4.21
- 22 PA Code 4.22
- 22 PA Code 4.23
- 22 PA Code 4.25
- 22 PA Code 4.26
- 22 PA Code 4.27
- 22 PA Code 4.29
- 22 PA Code 4.82



# THE SCHOOL DISTRICT OF PHILADELPHIA

No. 107

SECTION:100 Programs

TITLE: Adoption of Planned  
Instruction

ADOPTED:

REVISED: January 19, 2017

## 107 ADOPTION OF PLANNED INSTRUCTION

### Purpose

**The School Reform Commission shall provide a comprehensive program of planned instruction to enable district students to achieve educational objectives and attain academic standards required for student achievement. Planned instruction shall consist of the following:**[\[1\]](#)[\[2\]](#)

1. Content, **including** materials, activities and instructional **time**.

### Delegation of Responsibility

The Superintendent **or designee** shall be responsible for continuous evaluation of the effectiveness of **the district's planned instruction** and shall recommend to the **SRC** new **and revised planned instruction** deemed to be in the best interests of **district** students.

**The Superintendent or designee shall invite the participation of administrative and professional staff members at appropriate levels in the formulation of recommendations.**

**The Superintendent or designee shall maintain a current list of all planned instruction offered by this district and shall furnish each Commissioner with a copy.**

### Mandatory Regulatory Procedures

The Superintendent's **or designee's** recommendation **shall** include the following information about the proposed **planned instruction**:

1. Applicability to students and an enumeration of the group of students affected.
2. Rationale in terms of district goals and **academic standards and justification** when it is proposed to take the place of an existing course.
3. Resources that its implementation will require, **such as** textbooks, materials, equipment, **and personnel**.

4. **Assessment** methods and **criteria** by which its **effectiveness** will be monitored and measured.

**Legal References:**

1. 22 PA Code 4.12
2. Pol. 105

**Related Information:**

- 22 PA Code 4.3
- 22 PA Code 4.11

THE SCHOOL DISTRICT  
OF PHILADELPHIA

SECTION: 100 Programs

TITLE: Home Education  
Programs

ADOPTED:

REVISED:

**137 (NEW) HOME EDUCATION PROGRAMS**

**Authority**

Home education programs shall provide an appropriate education for students of compulsory school age residing in the school district and shall be conducted in accordance with state law and regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)

**Definitions**

Appropriate education - a program consisting of instruction in the required subjects for the time required by law and in which the student demonstrates sustained progress in the overall program.[\[2\]](#)

Home education program - a program conducted in compliance with law by the parent/guardian or person having legal custody of a child. A home education program shall not be considered a nonpublic school under the provisions of law.[\[2\]](#)

**Delegation of Responsibility**

The Superintendent or designee shall develop and distribute administrative procedures for registering and monitoring home education programs.

**Legal References:**

- [1. 24 P.S. 1327](#)
- [2. 24 P.S. 1327.1](#)
- [3. 22 PA Code 11.31a](#)

**Related Information:**

- [24 P.S. 111](#)
- [22 PA Code 11.33](#)

**ADMINISTRATIVE PROCEDURES: HOME EDUCATION PROGRAMS**  
**(Attachment for Policy No. 137)**

**Eligibility/Affidavits**

A notarized affidavit of the parent/guardian or person having legal custody of the child shall be filed prior to commencement of the home education program and annually thereafter by August 1 with the Superintendent or designee. The affidavit shall set forth:

1. Name of the supervisor of the home education program who will be responsible for the provision of instruction.
2. Name and age of each child who will participate in the home education program.
3. Address and telephone number of the home education program site.
4. That subjects required by law are offered in the English language, including an outline of proposed education objectives by subject area.
5. Evidence that the child has been immunized and has received the health and medical services required for students of the child's age or grade level.
6. Certification signed by the supervisor that the supervisor, all adults in the home and persons having legal custody of a child in the home education program have not been convicted of criminal offenses as enumerated in the School Code.

**Program**

1. A student who is enrolled in a home education program shall be deemed to have met the requirements if the program provides a minimum of one hundred eighty (180) days of instruction, or nine hundred (900) hours of instruction per year at the elementary level, or nine hundred ninety (990) hours per year at the secondary level.
2. At the elementary level, the following courses shall be taught: English, to include spelling, reading and writing; arithmetic; science; geography; history of the United States and Pennsylvania; civics; safety education, including regular and continuous instruction in the dangers and prevention of fires; health and physiology; physical education; music; and art.
3. At the secondary level, the following courses shall be taught: English, to include language, literature, speech and composition; science; geography; social studies, to include civics, world history, history of the United States and Pennsylvania; mathematics, to include general mathematics, algebra and geometry; art; music;

physical education; health; and safety education, including regular and continuous instruction in the dangers and prevention of fires.

4. Courses of study may include, at the discretion of the supervisor: economics; biology; chemistry; foreign languages; trigonometry; or other age-appropriate courses required by the State Board of Education.

### **Requirements Of Supervisor**

1. In order to demonstrate that appropriate education is occurring, the supervisor shall provide and maintain on file for each student enrolled in the home education program a portfolio of records and materials.
2. The portfolio shall consist of a log, made contemporaneously with the instruction, that designates by title the reading materials used; samples of any writings; worksheets, workbooks or creative materials used or developed by the student; and in grades three, five and eight results of nationally normed standardized achievement tests in reading, language arts and mathematics or results of statewide tests administered in these grade levels.

### **Evaluation Requirements**

1. A teacher or administrator who evaluates a portfolio at the elementary level or secondary level shall meet the requirements established in law.
2. An annual written evaluation of the student's educational progress as determined by a licensed clinical or school psychologist, a teacher certified by the Commonwealth, or a nonpublic school teacher or administrator is required. The evaluation shall also be based on an interview of the child and a review of the portfolio and shall certify whether or not an appropriate education is occurring. At the request of the supervisor, persons with other qualifications may conduct the evaluation with the prior consent of the Superintendent. In no event shall the evaluator be the supervisor or his/her spouse.
3. Documentation required by this policy shall be provided to the district Superintendent or designee by June 30 of each school year.
4. If the Superintendent or designee has a reasonable belief that, at any time during the school year, appropriate education may not be occurring in the home education program, s/he may require documentation pertaining to the portfolio to be submitted to the district by certified mail with return receipt requested within fifteen (15) days, and the evaluation to be submitted within thirty (30) days.
5. If the Superintendent or designee determines, based on documentation, that appropriate education is not occurring, s/he shall send a letter to the supervisor stating that in his/her

opinion appropriate education is not occurring in the home education program and shall return all documentation, specifying what aspect(s) of the documentation are inadequate.

6. The supervisor of the program shall have twenty (20) days from receipt of the certified letter to submit additional documentation demonstrating that appropriate education is taking place. If documentation is not submitted within that time, the home education program shall be out of compliance; and the student shall be promptly enrolled in the public or a nonpublic school.

### **Right Of Hearing**

1. If the Superintendent or designee determines that the additional documentation submitted still does not demonstrate that appropriate education is taking place in the home education program, notification of such shall be sent to the supervisor by certified mail, return receipt requested.
2. The School Reform Commission shall provide for a proper hearing by a duly qualified and impartial hearing examiner within thirty (30) calendar days. The examiner shall render a decision within fifteen (15) calendar days of the hearing, except that s/he may require the establishment of a remedial education plan, mutually agreed to by the Superintendent and supervisor of the home education program, which shall continue the home education program. The decision of the examiner may be appealed by either the supervisor or the Superintendent to the Secretary of Education or Commonwealth Court. The hearing examiner is not to be an officer, employee or agent of the Department of Education or school district.
3. If the hearing examiner finds that the documentation does not indicate that appropriate education is taking place in the home education program, the home education program shall be out of compliance; and the student shall be promptly enrolled in a public or nonpublic school.
4. Where a home education program has been determined to be out of compliance and where the students affected are not properly re-enrolled in a public or nonpublic school, the district shall file a truancy complaint or dependency petition.

### **Loan Of Instructional Materials**

1. The district shall, at the request of the supervisor, lend to the home education program copies of textbooks, and other curriculum materials appropriate to the student's age and grade level.

## **Graduation Requirements**

1. The following minimum courses in grades 9 through 12 are established as a requirement for graduation in a home education program: four (4) years of English; three (3) years of mathematics; three (3) years of science; three (3) years of social studies; two (2) years of arts and humanities.
2. The school district shall not award a diploma or acknowledge completion of a student's education in a home education program. The students involved may take a General Educational Development (GED) examination or apply to the Pennsylvania Board of Education for a special diploma.

## **Re-Enrollment In District Schools**

1. Any child re-enrolling in a district school following a home school program will have to make up any course work required of a district school student by state law and regulations.

## **Students With A Disability**

1. A home education program shall meet compulsory attendance requirements for a student with a disability only when the program addresses the specific needs of the student and is approved by a teacher with a valid education certificate from the Commonwealth to teach special education, or a licensed clinical or certified school psychologist. Written notice of such approval must be submitted with the required affidavit.
2. The supervisor may request that the school district or intermediate unit of residence provide services that address the specific needs of a student with a disability.
3. When the provision of services is agreed to by both the supervisor and the school district or intermediate unit, all services shall be provided in the public schools or in a private school licensed to provide such programs and services. Testing, evaluating, and planning shall be completed in accordance with regular district procedures.

## **Legal References:**

School Code – 24 P.S. Sec. 111, 1327, 1327.1

State Board of Education Regulations – 22 PA Code Sec. 11.31a

# THE SCHOOL DISTRICT OF PHILADELPHIA

No. 137.1 (NEW)

SECTION: 100 Programs

TITLE: Extracurricular  
Participation By Home  
Education Students

ADOPTED:

REVISED:

## 137.1 (NEW) EXTRACURRICULAR PARTICIPATION BY HOME EDUCATION STUDENTS

### Authority

The School Reform Commission shall approve participation in the district's extracurricular activities and interscholastic athletic programs by a student enrolled in a home education program subject to the following conditions:[\[1\]](#)[\[2\]](#)

1. The student shall be a resident of the school district.
2. The student shall meet the required eligibility criteria.[\[3\]](#)[\[4\]](#)
3. The student shall maintain appropriate insurance coverage, consistent with the coverage requirements for district students.[\[4\]](#)
4. The student shall comply with SRC policies and school rules and regulations regarding extracurricular activities, interscholastic athletics, and student discipline.[\[3\]](#)[\[4\]](#)[\[5\]](#)
5. The student shall comply with policies, rules and regulations, or their equivalent, of the activity's governing organization.
6. The student shall meet attendance and reporting requirements established for all participants of the activity or program.[\[6\]](#)
7. The student shall meet the requirements for physical examinations and physical fitness and any height and/or weight restrictions established for all participants of the activity or program.[\[4\]](#)
8. The student shall comply with all requirements and directives of the district staff, coaches and administrators involved with the extracurricular activity or interscholastic athletic program.



**The SRC shall not provide individual transportation for students enrolled in home education programs who participate in the district's extracurricular activities or interscholastic athletic programs. When the district provides transportation to and from an away competition, game, event or exhibition and requires district students to use district transportation, home education students shall be required to use the transportation provided by the district.**

### **Mandatory Regulatory Procedures**

**Students attending home education programs shall be given an equal opportunity to compete for positions and participate in district extracurricular activities and interscholastic athletic programs.**

**A home education student may participate in extracurricular activities and interscholastic athletic programs only at the school building the student would be assigned to if s/he was enrolled in the school district.**

**Prior to trying-out or joining an activity, a home education student shall submit required documents and written verification of eligibility to the building principal or designee.**

**To be considered in attendance in accordance with SRC policy, the home education student must participate in a full, normally scheduled academic program, in accordance with the planned home education program and submitted documentation.[2][6]**

### **Delegation of Responsibility**

**The building principal or designee shall ensure that home education students have access to information regarding the district's extracurricular activities and interscholastic athletic programs.**

**The building principal or designee shall receive and review verification from the parent/guardian that a student has met and continues to meet the established eligibility criteria for an extracurricular activity or interscholastic athletic program.**

**The building principal or designee shall distribute information regarding eligibility criteria and student participation in extracurricular activities and interscholastic athletics to all affected by them.**

### **Legal References:**

1. 24 P.S. 1327.1
2. Pol. 137 - Home Education Programs
3. Pol. 122 - Extracurricular Activities
4. Pol. 123 - Interscholastic Athletics
5. Pol. 218 - Student Conduct and Discipline
6. Pol. 204 - Attendance

### **Related Information:**

24 P.S. 511



# THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300 Employees

TITLE: Student Teachers,  
**Interns, and Residents**

ADOPTED:

REVISED:

## STUDENT TEACHERS, INTERNS, AND RESIDENTS

### Authority

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

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

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

### Definitions

**For the purposes of this policy, the following definitions will apply:**

A student teacher is defined as any individual serving in the School District of Philadelphia (“District”) in any instructional capacity ~~but~~ not formally employed by the District.

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

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

### Delegation of Responsibility

The Superintendent **or designee**, with the agreement of the supervising teacher, **administrator, or administrative department manager, shall be responsible to assign** student teachers, interns, and residents to schools and/or administrative departments. Student teachers or residents shall be assigned to teachers who have met specific criteria established by the District.

The Superintendent or **designee** shall ensure distribution of student teachers and **residents** throughout the district so that no single group of **students** or teachers will be subject to excessive student teacher or **resident** classroom hours. **Interns will be assigned by administrative department managers.**

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

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

### **Arrest or Conviction Reporting Requirements**

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

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

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

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

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

### ~~**Guidelines**~~

### **Observers**

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

**Legal References:**

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

**Related Information:**

- 24 P.S. 510
- 22 PA Code 8.1 et seq
- 23 Pa. C.S.A. 6301 et seq
- Philadelphia Home Rule Charter - 12-300

# THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300 Employees

TITLE: Assignment and  
Transfer

ADOPTED:

REVISED:

## ASSIGNMENT AND TRANSFER

### Authority

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

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

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

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

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

## **Delegation of Responsibility**

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

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

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

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

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

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

## **Guidelines**

### **Head Start Program Staff**

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

### **Legal References:**

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

### **Related Information:**

24 P.S. 510

24 P.S. 696

Philadelphia Home Rule Charter - 12-308

22 PA Code 8.1 et seq

23 Pa. C.S.A. 6301 et seq



# THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Educational Stability  
for Children in Foster Care

ADOPTED:

REVISED:

## 255 (NEW) EDUCATIONAL STABILITY FOR CHILDREN IN FOSTER CARE

### Authority

To ensure the educational stability of children in foster care, the School Reform Commission requires the district to collaborate with the local children and youth agency and other school districts. [\[1\]](#)[\[2\]](#)[\[3\]](#)

### Definitions

**Additional costs** - the difference between what the district spends to transport a resident student to his/her assigned school and the cost to transport a child in foster care to his/her school of origin.

**Foster care** - twenty-four (24) hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made. [\[4\]](#)

**School of origin** - the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change.

### Delegation of Responsibility

The Superintendent or designee, in conjunction with the Office of Student Rights and Responsibilities, shall designate a district point of contact for children in foster care, who shall have the duties and responsibilities imposed by law and SRC policy.

The district's point of contact shall coordinate with: [\[1\]](#)

1. Local children and youth agency to:

- a. Establish formal mechanisms to ensure that the district is promptly notified when a child enters foster care or changes foster care placements.
  - b. Develop a protocol on how to make best interest determinations; and
  - c. Develop and coordinate transportation procedures.
2. Other school districts on issues of transfer of records, transportation and other inter-district activities.

### Training

The district's point of contact for children in foster care shall provide professional development and training to school staff on the Title I foster care provisions and education needs of children in foster care, as needed.

### Mandatory Regulatory Procedure

A child in foster care shall continue to be enrolled in his/her school of origin unless there is a determination that it is not in his/her best interest to attend the school of origin.[\[1\]](#)

*Best Interest Determination* - The best interest determination shall be made in accordance with federal and state laws and regulations, court orders, and established local procedures.[\[1\]](#)

1. In determining whether it is in a child's best interest to remain in his/her school of origin, all factors relating to a child's best interest shall be considered, including the appropriateness of the current educational setting and proximity of foster care placement.[\[1\]](#)
2. Documentation related to the best interest determination shall be kept in the student's education record.

*Enrollment* - When a child in foster care is placed in the district and seeks enrollment in district schools, the district's point of contact shall:[\[1\]](#)[\[5\]](#)

1. Ensure the child is immediately enrolled and attending school, even if the records normally required for enrollment pursuant to district policies are not available.
2. Immediately contact the school last attended by the child to ~~obtain~~ ensure relevant academic and other records are transferred.

*Dispute Resolution* - If a dispute arises over the appropriate school placement for a child in foster care, to the extent feasible and appropriate, the child shall remain in his/her school of origin, pending resolution of the dispute.

***Assignment*** - If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize appropriate means to determine the student's assignment within the school.[6]

***Student Who Has Exited Foster Care*** - A student who exited foster care may be permitted to attend district schools, upon district approval and payment of tuition, if applicable.[7]

### **Education Records**

The district may disclose personally identifiable information from the education records of a student without written consent of the parent(s) or the eligible student if the disclosure is:[8][9][10]

1. To comply with a court order authorizing the disclosure of education records in a case where a parent is a party to a proceeding involving child abuse or neglect or a dependency matter.
2. To an agency caseworker or other representative of a state or local child welfare agency, or tribal organization, who has the right to access a student's case plan, as defined and determined by the state or tribal organization, when such agency or organization is legally responsible, in accordance with state or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the state or tribal laws applicable to protecting the confidentiality of a student's education records.

### **Transportation**

The district shall ensure that children in foster care needing transportation to their school of origin will promptly receive transportation in a cost-effective manner.[2][11]

To ensure that transportation for children in foster care is provided, arranged, and funded, the district shall collaborate with the local children and youth agency to develop a local transportation plan.[2]

The transportation plan shall address the following:[2]

1. The procedure the district and local children and youth agency will follow to:
  - a. Promptly provide transportation for children in foster care;
  - b. Promptly arrange transportation for children in foster care; and
  - c. Ensure transportation is funded in a cost-effective manner and in accordance with Section 475(4)(A) of the Social Security Act.

2. **How transportation costs will be covered if additional costs are incurred. Options include:**
  - a. **The local children and youth agency agrees to reimburse the district;**
  - b. **The district agrees to pay for the cost;**
  - c. **The district and the local children and youth agency agree to share the costs; or**
  - d. **The district of origin, the district of current residence, and the placing children and youth agency agree to share the costs.**
  
3. **Dispute resolution procedures to ensure that any disagreements regarding the cost of transportation are resolved promptly and fairly, and do not impact a student's ability to remain in the school of origin during the dispute resolution process.**

**The district shall submit the local transportation plan, including any updates or revisions, to the Pennsylvania Department of Education.**

**Transportation shall be provided to children in foster care in accordance with the local transportation plan regardless of whether transportation is provided to district students.**

**Legal References:**

**1. 20 U.S.C. 6311**

**2. 20 U.S.C. 6312**

**3. 42 U.S.C. 675**

**4. 45 CFR 1355.20**

**5. Pol. 200 - Enrollment of Students**

**6. Pol. 206 - Assignment Within District**

**7. Pol. 202 - Eligibility of Nonresident Students**

**8. 20 U.S.C. 1232g**

**9. Pol. 113.4 - Confidentiality of Special Education Student Information**

**10. Pol. 216 - Student Records**

**11. Pol. 810 - Transportation**

**12. 34 CFR 299.13**

**Related Information:**

**34 CFR Part 99**

# THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 600 Finances

TITLE: District Audit

ADOPTED: April 27, 1981

REVISED:

## 619 DISTRICT AUDITS

### Purpose

The **School Reform Commission** recognizes the importance of the public's right to have access to the public records of the district, including public financial records. The public has the right under law to inspect and procure copies of the annual audit conducted by the district's external financial auditor, the City of Philadelphia Controller, the audit conducted by the PA Auditor General's office, and any other audits conducted by a legally authorized external auditor. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

### Authority

**The City of Philadelphia Controller is the independent financial auditor legally authorized to conduct the annual financial district audit. The annual financial district audit and all other legally authorized audits shall bear SRC shall appoint or employ persons or entities to conduct fiscal and performance audits in conformance with prescribed and legal standards. The completed audits shall be presented to the SRC for its examination, approval acceptance and public dissemination.** [\[2\]](#)[\[5\]](#)

~~The SRC recognizes its obligation to represent the best interests of all district residents and taxpayers. Therefore, the SRC shall make the results of the district's financial auditor's audit, the Auditor General's audit, and other legally authorized audits available to the public.~~

Special audits by special interest groups shall not be permitted.

### Delegation of Responsibility

**The Superintendent and SRC Chairperson shall annually, by December 31, submit a signed statement to the Pennsylvania Department of Education certifying that the financial statements of the school district have been properly audited pursuant to law and that in the independent auditor's opinion, the financial information submitted in the annual financial report is materially consistent with the audited financial statements. If the financial information is not deemed materially consistent, the district shall submit a revised annual financial report no later than December 31-[\[6\]](#) or upon completion of the financial audit by the City of Philadelphia Controller.**

### Legal References:

1. 24 P.S. 2401

2. 24 P.S. 696

3. 65 P.S. 67.701

4. Pol. 801 - Public Records

5. Philadelphia Home Rule Charter - 12-210

6. 24 P.S. 218

**Related Information:**

24 P.S. 437

24 P.S. 504

24 P.S. 511

24 P.S. 693

24 P.S. 1337

24 P.S. 2408

65 P.S. 67.101 et seq

Philadelphia Home Rule Charter - 12-300

**THE SCHOOL DISTRICT  
OF PHILADELPHIA**

SECTION: 600 Finances

TITLE: GASB Statement 34

ADOPTED:

REVISED:

**622 (NEW) GASB STATEMENT 34**

**Purpose**

**The School Reform Commission recognizes the need to implement the required accounting and financial reporting standards stipulated by the Pennsylvania Department of Education which require adherence to generally accepted accounting principles.**

**The primary objectives of implementing the Governmental Accounting Standards Board (GASB) Statement 34 are to assure compliance with state requirements, and properly account for both the financial and economic resources of the district.**

**Authority**

**Participation of the school district in complying with GASB Statement 34 standards shall be in accordance with SRC policy.[\[1\]](#)[\[2\]](#)**

**Delegation of Responsibility**

**The responsibility to coordinate the compilation and preparation of all information necessary to implement this policy is delegated to the Chief Financial Officer.**

**The Chief Financial Officer is responsible for internal control procedures necessary to ensure the timely and accurate completion of the Comprehensive Annual Financial Report (CAFR) in accordance with GASB 34 and other relevant accounting principles. The final document shall be presented for independent audit to be completed in accordance with generally accepted auditing standards. Upon completion of the audit the completed document shall be presented to the SRC for acceptance. The CAFR shall form the basis of the final annual financial report to the state.**

**The Chief Financial Officer shall prepare the required Management Discussion and Analysis (MD&A) and transmittal letter and submit for review to the Superintendent of Schools prior to publication. The MD&A and Transmittal Letter shall be in the form required by GASB Statement 34.**

**Prior to submission of the completed document for SRC acceptance, the district's independent auditors shall review the CAFR in accordance with Statement of Audit Standards (SAS) requirements.**

**Legal References:**

1. 24 P.S. 218

2. 24 P.S. 613

Governmental Accounting Standards Board, Statement No. 34



THE SCHOOL DISTRICT  
OF PHILADELPHIA

SECTION: 800 Operations

TITLE: Transportation -  
Video/Audio Recording

ADOPTED:

REVISED:

**810.2 (NEW) TRANSPORTATION - VIDEO/AUDIO RECORDING**

**Purpose**

The use of video and audio recording equipment supports efforts to maintain discipline and to ensure the safety and security of all students, staff, contractors and others being transported on district-owned, operated, or contracted school buses or school vehicles.

**Definitions**

School bus - is a motor vehicle that is designed to carry eleven (11) passengers or more, including the driver, and is used for the transportation of preprimary, primary or secondary school students to or from public, private or parochial schools or events related to such schools or school-related activities.[\[1\]](#)

School vehicle - is a motor vehicle, except a motorcycle, designed for carrying no more than ten (10) passengers, including the driver, and used for the transportation of preprimary, primary or secondary school students while registered by or under contract to the school district. The term includes vehicles having chartered, group and party rights under the Pennsylvania Public Utility Commission and used for the transportation of school children.[\[1\]](#)

**Authority**

The School Reform Commission authorizes the use of video and audio recording on school buses and school vehicles for disciplinary and security purposes.[\[2\]](#)

The SRC prohibits the use of audio recording on any school bus or school vehicle that is not being used for a school-related purpose.[\[2\]](#)

**Delegation of Responsibility**

The SRC directs the Superintendent or designee to ensure that:

1. Each school bus and school vehicle that is equipped with video and audio recording equipment contains a clearly posted notice informing drivers and passengers of the potential for video and audio recording.[\[2\]](#)
2. This policy is posted on the district's publicly accessible website.[\[2\]](#)[\[3\]](#)
3. Each school year, this policy is included in the student handbook and in any other district publication that sets forth the comprehensive rules, procedures and standards of conduct.[\[2\]](#)

**Mandatory Regulatory Procedures:**

The district shall comply with the provisions of federal and state laws and regulations regarding student record requirements as applicable to the district's use and disclosure of recordings. Recordings considered part of a student's educational record shall be maintained in accordance with established student record procedures governing access, review and disclosure of student records.[\[4\]](#)[\[5\]](#)

**Legal References:**

1. [75 Pa. C.S.A. 102](#)
2. [18 Pa. C.S.A. 5704](#)
3. [24 P.S. 510.2](#)
4. Pol. 113.4 - Confidentiality of Special Education Student Information
5. Pol. 216 - Student Records

**Related Information:**

- [24 P.S. 510](#)  
Pol. 218 - Student Conduct and Discipline  
Pol. 805.1 - Relations With Law Enforcement Agencies  
Pol. 810 - Transportation  
[Philadelphia Home Rule Charter - 12-300](#)