

**SCHOOL REFORM COMMISSION  
PUBLIC MEETING  
RESOLUTION SUMMARY**

**OCTOBER 19, 2017**

**I. SCHOOL REFORM COMMISSION**

**SRC-1**

**Adoption of Proposed Policies: Policy 114: (NEW) Gifted Instruction; Policy 115: (NEW) Career and Technical Education; Policy 207: (NEW) Confidential Communications of Students; Policy 105.2: Exemption from Instruction; Policy 204: Attendance; Policy 209: Health Examinations/Screenings; Policy 227: Controlled Substance/Paraphernalia; Policy 237: Electronic Devices; Policy 307: Student Teachers/Interns/Residents; Policy 309: Assignment and Transfer**

RESOLVED, that the School Reform Commission hereby adopts the following SRC Policy, in the form attached, effective October 19, 2017.

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

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

Policy 105.2: Exemption from Instruction  
Policy 204: Attendance  
Policy 209: Health Examinations/Screenings  
Policy 227: Controlled Substance/Paraphernalia  
Policy 237: Electronic Devices

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

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

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

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

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**SRC-2 (FOR REVIEW – NO ACTION)**

**Review 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 210: Use of Medication/Medication Technology; Policy 216: Student Records; Policy 255: Educational Stability for Students in Foster Care; Policy 316: Staff Use of Social Media and Electronic Communications; Policy 619: District Audit; Policy 622: GASB Statement; Policy 626: Federal Fiscal Compliance; Policy 707: Use of School Facilities; Policy 718: Use of Service Animals in Schools; 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 210: Use of Medication/Medication Technology  
Policy 216: Student Records  
Policy 255: Educational Stability for Students in Foster Care  
Policy 316: Staff Use of Social Media and Electronic Communications  
Policy 619: District Audit  
Policy 622: GASB Statement  
Policy 626: Federal Fiscal Compliance  
Policy 707: Use of School Facilities  
Policy 718: Use of Service Animals in Schools  
Policy 810.2: Transportation Video

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

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the impact of court and arbitration decisions and recommendations based on governance, liability and educational issues.

## 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 September 30, 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

##### **Operating Budget: \$12,000 Contract Ratification with Esquire Deposition Services, Inc. – Grievance Hearing Transcript Services**

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent, of a contract with Esquire Deposition Services, Inc., to provide verbatim transcript services for employee grievance hearings, for an amount not to exceed \$12,000, for the period commencing July 1, 2014 through June 30, 2017.

*Description:* Esquire Deposition Services provides verbatim transcripts of all employee grievance hearings, which aid the Hearing Office in making recommendations and reasoned decisions to the Chief Talent Officer at the conclusion of said employee grievance hearings. Esquire Deposition Services delivers timely, error-free transcripts following employee grievance hearings, which leads to better union-management cooperation and an improved employee relations climate. The work with Esquire Deposition Services initially began as planned without a contract being executed with the vendor.

ABC Code/Funding Source  
1100-055-9400-2341-3291 Operating

\$12,000.00

#### A-3 (*Pending*)

##### **Operating Budget: \$75,000 Authorization of Payments to the Department of Human Services, The Pennsylvania State Police, and Gemalto Cogent – Onboarding Clearances**

### *Finance*

#### A-4

##### **Operating Budget: \$1,166,990 Ratification of Contract Amendment with PMA Management Corporation – Third Party Administrator Services for Workers Compensation Claims**

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent of an amendment of Contract No. 1112/F14, originally entered into with PMA Management Corp. to act as the third party administrator for the School District's Workers Compensation program, pursuant to Resolution No. A-26, approved by the School Reform Commission on May 29, 2014, as amended pursuant to Resolution A-20, approved by the School Reform Commission on November 20, 2014, by increasing the amount of the contract by an additional \$1,166,990 from the \$3,333,000 approved by Resolutions A-26 and A-20, to an

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amount not to exceed \$4,499,990 and by extending the term of the contract from its original scheduled expiration date of June 30, 2017 through June 30, 2018, with an option to extend the term of the contract for an additional year through June 30, 2019, for an additional amount not to exceed \$1,202,000, for an aggregate amount not to exceed \$5,701,990.

*Description:* In December 2013, the School District released RFP 371 seeking bids from potential vendors to administer its Workers' Compensation program. Three firms, including the incumbent, expressed interest and attended the pre-proposal meeting. One firm plus the incumbent submitted timely proposals. An evaluation committee with representatives from the School District's offices of Risk, Finance, Employee Benefits, and Procurement Services, along with Conner Strong & Buckelew, who was contracted to assist with the proposal evaluations, reviewed the proposals. The review process included the evaluation of written proposals, vendor presentations, follow-up questions and pricing analyses.

Based on the evaluation of the proposals, presentations, costs and discussions among the committee members, it is the recommendation of the committee to retain PMA as the School District's TPA. PMA was selected because of the strength in administration of the Workers' Compensation program; its success in the Return to Work program; and the attention to a safety program which helps avoid worker' compensation claims and the associated costs. The winning respondent submitted a price that is x% less than the fee paid in 2009 and x% less than the most recent fee of \$1.333 million. Additionally, the review committee's concerns regarding the transition process weighed heavily in favor of the incumbent.

Due to a misunderstanding by staff about the authority granted in the 2014, a ratifying resolution is needed. Although a three-year contract with two one-year extensions was approved by the SRC in May 2014, and the contract amount was subsequently amended in November 2014, the authority to spend School District funds was only granted thorough June 30, 2017. This resolution requests that the SRC ratify the expenditure of funds starting July 1, 2017 and approve the funding going forward through June 30, 2019, the end of the second year extension.

ABC Code/Funding Source	\$1,166,900.00
9011-082-9jd0-5811-3111	

#### A-5

#### **Operating Budget: \$546,014 Contract Ratification with City Controller of Philadelphia – Single Audit Services for FY16 and FY17**

RESOLVED, that the School Reform Commission hereby ratifies the execution , delivery and performance by The School District of Philadelphia, through the Superintendent, of contracts with the City Controller of Philadelphia, to provide independent audit services for the Single Audit for Fiscal Year 2016 for an amount not to exceed \$221,014 for the period commencing July 1, 2015 through June 30 2016 and to provide independent audit services for the Single Audit for the Fiscal Year 2017, for an amount not to exceed \$325,000, for the period commencing July 1, 2016 through June 30, 2017, for an aggregate amount not to exceed \$546,014.

*Description:* The City Controller by Philadelphia Home Rule Charter is the school auditor of the School District of Philadelphia. The City Controller conducts both the Single Audit Title 2 US Code of Federal Regulations, Part 200 (uniform guidance) for federal grant programs and the "Comprehensive Annual Financial Report of the School District" annual audit. Both audits are required by government regulations. The SRC Chair each year signs an audit engagement letter which indicates the estimated fees for the

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upcoming audit as required by federal accepted accounting principles (GAAP).

The City Controller has been requested on several occasions to pre-contract with the School District regarding the fees to be charged for the Single Audit (2 Part 200 uniform guidance). This is a ratifying resolution because the City Controller will not enter into a contract until after the audit takes place because it is based on the required tests performed to determine how many grant programs must be audited for that year and the numbers of hours the auditors actually work on the audit. The resolution before the SRC is therefore to ratify the services and fees for the audits performed for fiscal years 2016 and 2017. The School District accrues audit fees on the books based upon the amount of fees indicated in the engagement letter for the prior year and adjusts to actual once the amount to be charged for the audit is known.

ABC Code/Funding Source	\$546,014.00
Audit Clearing Account Fund 912X A/C 5101 - \$221,014.00 - 912X-G53-9350-2520-5101	
Audit Clearing Account Fund 912X A/C 5101 - \$325,000.00 - 912X-G53-9350-2520-5101	

### *Operations*

#### **A-6**

#### **Categorical/Grant Fund/Donation: \$222,694 Grant Acceptance from Drexel University; \$96,000 Acceptance of Donations from Steppingstones Scholars and Lakeside Professional Development Network; Memoranda of Understanding**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation a grant from Drexel University for an amount not to exceed \$222,694, to provide various academic and climate supports at the Powel Elementary School and to provide teachers with onsite professional development through the establishment of a learning laboratory at the McMichael Elementary School for the period commencing October 23, 2017 through June 30, 2018; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the donation of services valued at \$85,000 from Steppingstone Scholars at the McMichael Elementary School to provide students with after-school programming in literacy and mathematics and arts enrichment; and be it

Further Resolved, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, contingent upon receipt of this donation, to execute, deliver, and perform a Memorandum of Understanding with Steppingstone Scholars to provide students with after-school programming in literacy and mathematics and arts enrichment at the McMichael Elementary School, at no cost to the School District, for the period commencing October 23, 2017 through June 30, 2018; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the donation of materials in the amount of \$4,000 from Drexel University and services valued at \$11,000 from the Lakeside Professional Development Network at the Powel Elementary School to provide professional development to teachers regarding trauma informed practices; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, contingent upon receipt of this donation, to

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execute, deliver, and perform a Memorandum of Understanding with Lakeside Professional Development Network at the Powel Elementary School to provide professional development to teachers regarding trauma informed practices, at no cost to the School District, for the period commencing October 23, 2017 through June 30, 2018.

*Description:* Drexel University recognizes the benefit to support quality educational opportunities for children and families in the high-need, high poverty area of the West Philadelphia Promise Zone. Without access to high quality education from an early age through middle and high school, the likelihood of achieving life-long success and participating in the innovation economy developing in their neighborhood is significantly reduced. Through the Lenfest Education Grant, Drexel is seeking to address this need by providing support for school-based activities at Powel and McMichael Schools. This includes providing in-school and extra-curricular support for Powel and McMichael students to promote healthy, school-wide learning environments; academic achievement and teacher professional development to ensure youth are prepared for high school and understand secondary education and career options.

Through the Lenfest Education Grant, Powel Elementary School is requesting funding, for an amount not to exceed \$103,280, to directly fund four highly qualified Student Support Assistants whom will work in Kindergarten and Grade 1 classrooms to reduce the adult: student ratio during the literacy and math blocks. Powel Elementary School is also requesting funding, for an amount not to exceed \$65,000, to directly fund climate support in order to addresses student attendance, with a focus on reducing the percentage of students that are chronically tardy and increasing the percentage of students that are present 95% or more of the school days. Additionally, the climate support will work with staff and students on the reduction of student office referrals.

Through the Lenfest Education Grant, McMichael Elementary School is requesting direct funding for an amount not to exceed \$54,414, for the development of an onsite professional learning laboratory to support teachers with their professional growth and development aligned to literacy and math instruction and student engagement strategies.

Through the Lenfest Education Grant, McMichael Elementary School, is receiving the donation of services valued at \$85,000, from Steppingstone Scholars, as an after school provider to support the literacy and mathematics academic programs, as well as, arts enrichment.

Through the Lenfest Educational Grant, Powel Elementary School is receiving a donation of services valued at \$11,000 for professional development through Lakeside Professional Development Network to learn about and implement trauma informed practices. Additional materials have been requested by Powel Elementary School to support small group instruction and implementation of Positive Behavior Interventions and Support model.

ABC Code/Funding Source	\$318,694.00
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#### **A-7**

#### **Capital Fund: \$3,981,935 Authorization of Capital Awards**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform contracts separately with the lowest responsible bidders identified in the attachment, for an aggregate amount not to exceed \$3,981,935, for the period commencing October 20, 2017 through completion of the projects.

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*Description:*

Spec: B-017 C

of 2016/17 Electrical Contract - Fire Alarm System Replacement

Jay Cooke Elementary School - 1300 West Loudon Street

Hyde Electric Corporation - \$324,500.00

Philadelphia, Pennsylvania 19129

ABC Code: 8Q16-065-7100-4625-4561 -10 - \$285,000

8XXX-065-7100-4625-4561-10 - \$39,500

Total Aggregate M/WBE Participation: 15.0%

This contract covers the labor, material, and equipment necessary for the removal of the old and installation of a new fire alarm system at this location.

The bids for this project were publicly advertised on 7/28/2017, 8/2/2017, and 8/4/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 8/22/2017. After review of the bids and a de-scoping meeting it was determined that Hyde Electric Corporation was the lowest responsible bidder with a bid of \$324,500.00.

The Facilities Condition Index (FCI) at this location is 48.00%. The School Progress Report (SPR) at this location is 24.

Spec: B-018 C

of 2016/17 Electrical Contract - Fire Alarm System Replacement

Prince Hall Elementary School - 6101 North Gratz Street

Hyde Electric Corporation - \$274,500.00

Philadelphia, Pennsylvania 19129

ABC Code: 8D16-065-7490-4625-4561-10 - \$241,000

8XXX-065-7490-4625-4561-10 - \$33,500

Total Aggregate M/WBE Participation: 15.0%

This contract covers the labor, material, and equipment necessary for the removal of the old and installation of a new fire alarm system at this location.

The Facilities Condition Index (FCI) at this location is 35.17%. The School Progress Report (SPR) at this location is 25.

The bids for this project were publicly advertised on 7/21/2017, 7/26/2017, and 7/28/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 8/22/2017. After review of the bids and a de-scoping meeting it was determined that Hyde Electric Corporation was the lowest responsible bidder with a bid of \$274,500.00.

The Facilities Condition Index (FCI) at this location is 35.17%. The School Progress Report (SPR) at this location is 25.

Spec: B-093 C

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of 2015/16 General Contract - Building Demolition  
Old Samuel S. Fels High School - 901 Devereaux Avenue  
JPC Group, Inc. - \$1,277,000.00  
Philadelphia, Pennsylvania 19148  
ABC Code: 8D16-065-7120-4201-4541-02  
Total Aggregate M/WBE Participation: 25.0%

This contract covers the labor, material, and equipment necessary for the building demolition of Old Fels HS.

The bids for this project were publicly advertised on 7/14/2017, 7/19/2017, and 7/21/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 8/15/2017. After review of the bids and a de-scoping meeting it was determined that JPC Group, Inc. was the lowest responsible bidder with a bid of \$1,277,000.00.

The Facilities Condition Index (FCI) at this location is N/A. The School Progress Report (SPR) at this location is N/A.

Spec: B-107 C  
of 2016/17 Mechanical Contract - HVAC Renovation  
John H. Webster Elementary School - 3400 Frankford Avenue  
Pro Tech Mechanical - \$1,398,935.00  
Morrestown, New Jersey 08057  
ABC Code: 8D16-065-5590-4623-4591-05  
Total Aggregate M/WBE Participation: 35.7%

This contract covers the labor, material, and equipment necessary to perform major mechanical upgrades at this location.

The Facilities Condition Index (FCI) at this location is 36.22%. The School Progress Report (SPR) at this location is 24.

The bids for this project were publicly advertised on 7/14/2017, 7/19/2017, and 7/21/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 8/17/2017. After review of the bids and a de-scoping meeting it was determined that Pro Tech Mechanical was the lowest responsible bidder with a bid of \$1,398,935.00.

The Facilities Condition Index (FCI) at this location is 36.22%. The School Progress Report (SPR) at this location is 24.

Spec: B-108 C  
of 2016/17 Electrical Contract - HVAC Renovation  
John H. Webster Elementary School - 3400 Frankford Avenue  
Jack Cohen & Co., Inc. - \$232,500.00

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Philadelphia, Pennsylvania 19114  
ABC Code: 8D16-065-5590-4623-4561-05  
Total Aggregate M/WBE Participation: 36.3%

This contract covers the labor, material, and equipment to necessary to perform the electrical work required to support the major mechanical upgrades at this location.

The bids for this project were publicly advertised on 7/14/2017, 7/19/2017, and 7/21/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicaly opened on 8/17/2017. After review of the bids and a de-scoping meeting it was determined that Jack Cohen & Co., Inc. was the lowest responsible bidder with a bid of \$232,500.00.

The Facilities Condition Index (FCI) at this location is 36.22%. The School Progress Report (SPR) at this location is 24.

Spec: B-109 C  
of 2016/17 Mechanical Contract - Chiller Replacement  
Benjamin Rush Middle School - 11081 Knights Road  
Allstates Mechanical, Ltd. - \$379,000.00  
Boothwyn, Pennsylvania 19061  
ABC Code: 8Q16-065-8040-4695-4591-05  
Total Aggregate M/WBE Participation: 35.0%

This contract covers the labor, material and equipment necessary to perform mechanical upgrades at this location.

The bids for this project were publicly advertised on 7/21/2017, 7/26/2017, and 7/28/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 8/22/2017. After review of the bids and a de-scoping meeting it was determined that Allstates Mechanical, Ltd. was the lowest responsible bidder with a bid of \$379,000.00.

The Facilities Condition Index (FCI) at this location is 4.79%. The School Progress Report (SPR) at this location is 63.

Spec: B-110 C  
of 2016/17 Electrical Contract - Chiller Replacement  
Benjamin Rush Middle School - 11081 Knights Road  
Hyde Electric Corporation - \$95,500.00  
Philadelphia, Pennsylvania 19129  
ABC Code: 8Q16-065-8040-4695-4561-05  
Total Aggregate M/WBE Participation: 15.0%

This contract covers the labor, material, and equipment necessary to perform the electrical work required to support the mechanical upgrades at this location.

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The bids for this project were publicly advertised on 7/21/2017, 7/26/2017, and 7/28/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 8/22/2017. After review of the bids and a de-scoping meeting it was determined that Hyde Electric Corporation was the lowest responsible bidder with a bid of \$95,500.00.

The Facilities Condition Index (FCI) at this location is 4.79%. The School Progress Report (SPR) at this location is 63.

ABC Code/Funding Source	\$3,981,935.00
8XXX-065-7100-4625-4561 Capital (\$39,500.00)	
8Q16-065-7100-4625-4561 Capital (\$285,000.00)	
8D16-065-7490-4625-4561 Capital (\$241,000.00)	
8XXX-065-7490-4625-4561 Capital (\$33,500.00)	
8D16-065-7120-4201-4541 Capital (\$1,277,000.00)	
8D16-065-5590-4623-4591 Capital (\$1,398,935.00)	
8D16-065-5590-4623-4561 Capital (\$232,500.00)	
8Q16-065-8040-4695-4591 Capital (\$379,000.00)	
8Q16-065-8040-4695-4561 Capital (\$95,500.00)	

#### A-8

##### **Capital Fund: \$177,840 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 \$177,840.00.

*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	\$177,840.00
Various	

#### A-9

##### **Ratification of First Amendment to Sub-grant Agreement with Philadelphia Industrial Development Corporation (PIDC); Installation & Construction of Stormwater Improvements – Chester A. Arthur School**

RESOLVED, that the School Reform Commission (i): hereby ratifies the execution, delivery and performance by The School District of Philadelphia, by the Superintendent or his designee, of a First Amendment to Subgrant Agreement originally entered into with the Philadelphia Industrial Development Corporation--Local Development Corporation for stormwater improvements at Chester A. Arthur Elementary, pursuant to Resolution A-46, approved by the School Reform Commission on May 19, 2016, by extending the term of such Subgrant Agreement from its original scheduled expiration of December

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31, 2016 through December 31, 2017. All other provisions of the SubGrant Agreement remain in full force and effect.

*Description:* The Friends of Chester A. Arthur ("FOCA") has been working with the Principal of the Chester A. Arthur Elementary School ("School"), central office staff of the School District of Philadelphia ("School District"), and the Philadelphia Water Department ("PWD") on a playground and stormwater project at the School ("Project"). FOCA applied for a grant from the William Penn Foundation ("William Penn Grant") which has been awarded to the Fund for the School District of Philadelphia with the requirement that up to \$650,000 of the William Penn Grant will be paid over to the School District to pay for the installation and construction of the Project. FOCA initially was awarded by PWD a Stormwater Management Incentives Program grant ("SMIP Grant") for an initial total amount of \$232,000 for the installation of green stormwater management practices at the School. FOCA has requested, and PWD has agreed, that such SMIP Grant be redirected to the School District for the installation of the green stormwater management practices of the Project. The School District additionally will be allocating \$175,000 in Capital funds to the Project.

The School District publicly advertised the Project on April 1, April 6, 2016 and April 8, 2016 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 May 3, 2016. After review of the bids and a de-scoping meeting, the School District determined that Brightline Construction was the lowest responsible bidder with a bid of \$943,740.00.

This contract covers the labor, material, and equipment necessary for selective site improvements at this location. The Facilities Condition Index (FCI) at this location is 45.7%. The School Progress Report (SPR) at this location is 51.

ABC Code/Funding Source

N/A

#### **A-10**

#### **Capital Fund: \$500,000 Contracts with GeoStructures and Pennoni – Supplemental Professional Material Testing Services**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform separate indefinite demand/indefinite quantity (IDIQ) contracts with GeoStructures and Pennoni, to provide Supplemental Professional Material Testing Services, for an aggregate amount not to exceed \$500,000, for the period commencing October 20, 2017 through October 19, 2020.

*Description:* On June 9, 2017, the School District of Philadelphia, Office of Capital Programs publically advertised a Request for Proposals/Request for Qualifications (RFP/RFQ) to obtain public competitive proposals from qualified, professional firms to perform supplemental professional material testing services to the District. A total of three (3) firms responded to this RFP/RFQ on July 25, 2017.

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

After administrative review by Contract Compliance and technical evaluations of submitted proposals, two (2) firms were selected by the Evaluation Committee based on the pre-established criteria as follows:

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technical competence and qualifications of the Proposer as evidenced by professional experience of the Proposer in the satisfactory performance of Material Testing Services for projects of comparable size, technical competence and qualifications of the assigned personnel as evidenced by professional experience and registration and certifications to perform the required testing and inspections, the quality of references from past clients, meeting of M/WBE goals, and proposed fees.

The two (2) selected firms were deemed qualified to perform professional material testing services in support of the amended 2018 Capital Budget, approved by the School Reform Commission (SRC) on May 25, 2017 and the District's 5-year Capital Improvement Plan (CIP). The CIP priorities include constructing new facilities and additions, renovation of existing facilities, life-cycle replacements and maintaining the physical integrity of existing buildings to meet code requirements and educational programming needs.

The entire fund of \$500,000.00 for supplemental professional material Testing Services will be pooled among the two (2) firms to provide the Office of Capital Programs flexibility in the selection of the appropriate firm to perform the required services on specific assigned projects.

ABC Code/Funding Source	\$500,000.00
8Q16-065-9620-4541-3411 Capital (\$95,500.00)	
8XXX-065-9620-4541-3411 Capital (\$272,500.00)	

**A-11**

**Operating Budget: \$3,000,000 Contracts with Exterior Services, Imperial Wholesale, Ramos & Associates, and Townscapes, Inc. – Snow Removal**

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform contracts with Exterior Services, Imperial Wholesale, Ramos & Associates and Townscapes, Inc., for targeted snow removal services, for an aggregate amount not to exceed \$3,000,000, subject to funding, for the period commencing October 20, 2017 through October 31, 2020, with the option for a one (1) year renewal until October 31, 2021.

*Description:* This proposed award represents the completion of the public solicitation under A18-65905, Snow Removal Services, issued by Procurement on August 18, 2017. The solicitation was sent to twenty-four (24) vendors as well as our host of area assist agencies. Fifty-four companies downloaded the solicitation. Of those, five (5) vendors submitted proposals.

Snow removal service shall be required when, and if, snow accumulations reach a depth of four (4) inches or greater.

The official snowfall totals will be based on the Street Tracker reports on the depths measured at the Philadelphia International Airport. Each selected vendor will be contracted for the approved, quoted flat rate based on snow fall levels grouped in 4 inch intervals as designated and provided by the School District of Philadelphia. Selected vendors will ONLY respond to authorized calls from the Office of Facilities Management and Services of the School District of Philadelphia, as proscribed in the recent solicitation.

The locations will be based upon Facilities Networks as follows: Network 1, Network A, Network 2,

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Network B, Network 3, Network C, Network 4, Network D, Network 5, Network E, Network 6, Network 7, Network F, Network 8, Network 9, Turnaround, and Network G.

ABC Code/Funding Source	\$3,000,000.00
1100-031-9270-2633-4321 FY18 (\$1,000,000.00)	
1100-031-9270-2633-4321 FY19 (\$1,000,000.00)	
1100-031-9270-2633-4321 FY20 (\$1,000,000.00)	

#### A-12

##### **Operating Budget: \$180,000 Contract with J. Lorber Company – Power Flame or Equivalent Oil and Gas Burners and Supplies**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to the requirements contract of supplies and/or a combination of supplies and services, for purchases costing \$25,000 or more, to execute, deliver and perform a contract with J. Lorber Co., to purchase power flame or equivalent oil and gas burners and supplies, for an amount not to exceed \$180,000, subject to funding, for the period commencing October 20, 2017 through October 31, 2018.

*Description:* This contract establishes a source for power flame, oil, and gas burners. Boiler burners are the functional component of boilers, which supply heat to District schools.

This proposed award represents completion of the public solicitation under A18-65903: Power Flame or Equivalent Oil and Gas Burners and Supplies, issued by Procurement on August 16, 2017. It was sent to thirty-two (32) vendors and several area assist agencies. Four (4) companies downloaded the solicitation. Of those, one (1) vendor submitted a proposal.

The vendor that submitted a proposal was J. Lorber Co.

ABC Code/Funding Source	\$180,000.00
1100-031-9270-2623-6132 FY18 (\$120,000.00)	
1100-031-9270-2623-6132 FY19 (\$60,000.00)	

#### A-13

##### **Operating Budget: \$30,000 Contract with Coward Environmental Systems – Replacement Compressor**

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 Coward Environmental Services, Inc, to purchase a replacement compressor at the Swenson Skills Center, for an amount not to exceed \$30,000, subject to funding, to be purchased after October 20, 2017 but before December 31, 2017.

*Description:* This contract will be used to purchase a replacement compressor at the Swenson Skills Center.

ABC Code/Funding Source	\$30,000.00
1100-031-9270-2623-6132 FY18 (\$20,000.00)	
1100-031-9270-2623-6132 FY19 (\$10,000.00)	

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**A-14****Cafeteria Fund: \$475,000 Contract with Singer – Food Service Equipment**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to the COSTARS cooperative purchasing program, to execute, deliver and perform a contract with Singer Equipment Company, to purchase food service equipment, for an amount not to exceed \$475,000.00, subject to funding, for the period commencing October 20, 2017 through October 31, 2018.

*Description:* This award will allow the District to replace antiquated equipment, including slicers, milk coolers, holding cabinets, and convection ovens. These items are to replace some of the aging equipment currently in schools and ensure that cafeterias have the functional, modern equipment necessary for the conversion to full-service kitchens.

This equipment has not been designated for a specific school. It will be used to replace the aging food service equipment as needed.

ABC Code/Funding Source	\$30,000.00
9001-030-9360-2644-7671 FY18 (\$425,000.00)	
9001-030-9360-2644-7671 FY19 (\$50,000.00)	

**A-15****Operating Budget: \$1,500,000 Contract with Carrier Commercial Services – HVAC Equipment**

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, pursuant to the NJPA Contract #030817-CAR, to execute, deliver and perform a contract with Carrier Commercial Services, for the purchase and rental of HVAC Equipment, for an amount not to exceed \$1,500,000, subject to funding, for the period commencing October 20, 2017 through October 31, 2020.

*Description:* This contract will be for the purchase and rental of HVAC systems, products and supplies including, but not limited to: Air Handlers; Boilers; Generators; Heat Pumps; Indoor Air Quality Products; Rooftop Systems; Unit Heaters; Ventilation Fans; and Water Heaters

ABC Code/Funding Source	\$1,500,000.00
1100-031-9270-2621-4311 FY18 (\$374,944.00)	
1100-031-9270-2621-4311 FY19 (\$499,992.00)	
1100-031-9270-2621-4311 FY20 (\$499,992.00)	
1100-031-9270-2621-4311 FY21 (\$125,072.00)	

**A-16****Operating Budget: \$175,000 Contract with Allegheny Educational Systems – Instructional Equipment**

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, pursuant to the PEPPM Contract #527029-014, to execute, deliver and perform a contract with Allegheny Educational Systems, Inc, to purchase instructional equipment, for an amount not to exceed \$175,000, subject to funding, for the period commencing October 20, 2017 through October 31, 2018.

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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, October 6, 2017. Please reference the Resolution Number and include your name and email address.

*Description:* Allegheny Educational Systems will provide instructional equipment, curriculum, and services for CTE labs, as a systems approach to instruction. A systems approach to instruction is the delivery of curriculum and instruction on learning systems. The learning systems include instructional equipment or trainers and/or simulators with comprehensive supporting curriculum. These components provide the basis for stand-alone instruction and they can be linked or connected to other trainers to provide instruction on other major areas of the CTE program.

For the Dobbins High School project, Allegheny Educational Systems is providing equipment, curriculum and services for the new Facilities and Property Maintenance CTE program. This CTE program is designed to prepare students for high-demand careers, such as maintenance technicians in residential, commercial, and industrial facilities. The equipment and curriculum provided by Allegheny will allow students to master technical competencies directly related to the CTE program, including: Tool and Machine Maintenance; Structural Repairs; Hydraulics/ Fluid Power; Mechanical Systems and Fabrication; Environmental Control Systems; Electrical Circuits/Systems; Plumbing Systems; Rigging Systems; Mechanical Systems and Fabrication; and Environmental Control Systems

ABC Code/Funding Source	\$175,000.00
1200-006-9240-1393-7000 FY18 (\$116,664.00)	
1200-006-9240-1393-7000 FY19 (\$58,336.00)	

#### **A-17**

##### **Various Funds: \$400,000 Contract with BSN Sports – Physical Education Supplies**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to the NIPA cooperative contract No. R160701, to execute, deliver and perform a contract with BSN Sports, LLC to purchase physical education supplies and equipment, for an amount not to exceed \$400,000, subject to funding, for the period commencing October 20, 2017 through October 31, 2019.

*Description:* This contract establishes a source for Physical Education equipment and supplies, which includes but is not limited to cones, jump ropes, mats, nets, timers, whistles and other various items. Individual schools and athletic departments will use this contract to replace equipment and supplies on an as-needed basis.

ABC Code/Funding Source	\$400,000.00
Various Schools and Offices FY18 (\$200,000.00)	
Various Schools and Offices FY19 (\$150,000.00)	
Various Schools and Offices FY20 (\$50,000.00)	

#### **A-18**

##### **Various Funds: \$500,000 Contract with Barnes & Noble – Library Material Suppliers**

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, pursuant to the Loudoun County, Virginia Contract #RFQ-504B, to execute, deliver and perform a contract with Barnes & Noble Booksellers, Inc, to purchase textbooks and instructional aids, for an amount not to exceed \$500,000, subject to funding, for the period commencing October 20, 2017 through June 30, 2018.

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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, October 6, 2017. Please reference the Resolution Number and include your name and email address.

*Description:* The proposed award will be made via a cooperative contract. This award establishes an additional source for individual schools and administrative offices to purchase textbooks and instructional aids on an as needed basis.

ABC Code/Funding Source	\$500,000.00
Various Schools and Offices FY18 (\$500,000.00)	

#### **A-19**

#### **Capital Fund: \$3,055,646 Contracts with FieldTurf, Company and Recreation Resources – Bartram Athletic Field Renovations**

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, pursuant to their COSTARS & KPN contracts, to execute, deliver, and perform contracts separately with FieldTurf, Co. and Recreation Resources, for the renovation of the Bartram Athletic Field, for an aggregate amount not to exceed \$3,055,646, subject to funding, for the period commencing October 20, 2017 through March 31, 2019.

*Description:* This contract involves a major renovation for the Bartram Athletic Field site to include: a new synthetic turf multi-purpose field, rubberized track surface, steel perimeter fencing, scoreboard with a wireless pa system, and an existing grandstand renovation with new aluminum surfacing and ADA. The proposed award for the field, track perimeter fencing and scoreboard will be made via a KPN cooperative contract. The proposed award for the grandstand renovation will be made via a Co-Stars cooperative contract.

ABC Code/Funding Source	\$3,055,646.00
8D16-065-1010-4200-4541 FY18 (\$1,437,951.05)	
8D16-065-1010-4200-4541 FY19 (\$1,617,694.95)	

#### **A-20**

#### **Various Funds: \$500,000 Contracts with Fisher Science Education, Frey Scientific, Carolina Biologica Supplies, and VWR – Science Equipment and Supplies**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, pursuant to various cooperative contracts, to execute, deliver, and perform contracts separately with Fisher Science Education, Frey Scientific, Carolina Biologica Supplies, and VWR, to purchase science equipment and supplies, for an aggregate amount not to exceed \$500,000, subject to funding, for the period commencing October 20, 2017 through October 31, 2018.

*Description:* This contract establishes a source for science equipment and supplies for the upcoming school year. District schools require a variety of tools throughout the year to ensure robust instruction in science classrooms.

ABC Code/Funding Source	\$500,000.00
Various Schools and Offices FY18 (\$475,000.00)	
Various Schools and Offices FY19 (\$25,000.00)	

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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, October 6, 2017. Please reference the Resolution Number and include your name and email address.



**A-21****Cafeteria Fund: Ratification of Amendment to Memorandum of Understanding with Vetri Foundation – Children Consulting Agreement**

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent, of an amendment of a Memorandum of Understanding, originally entered into with the Vetri Foundation for Children, pursuant to Resolution A-11, approved by the School Reform Commission on September 11, 2016, outlining the terms of the Eatiquette Program at Ziegler Elementary School, by extending the term of the Memorandum of Understanding from its original scheduled expiration date of June 30, 2017 through June 30, 2018, at no additional cost to the School District.

*Description:* The 'Eatiquette' program developed by the Vetri Foundation for Children is a school climate improvement program originally implemented during the 2013-14 school year.

The 'Eatiquette' program seeks to improve school climate and individual student academic outcomes by changing the manner in which school lunch meals are delivered by emphasizing an environment where children utilize non-disposable tableware, gather around round tables, pass plates of food to each other, and learn collaboration and teamwork.

For the 2017-18 school year the Vetri Foundation for Children and the District propose to continue operation of the 'Eatiquette' program at Ziegler Elementary School.

100% of all incremental labor and food expenses for continued operation of the 'Eatiquette' program will continue to be borne by the District. Food Services estimates these incremental expenses will not exceed \$75,000 for the upcoming school year.

Under the proposed extension to the existing Memorandum of Understanding the Vetri Foundation for Children will continue to provide menu planning, program planning, and nutritional education seminars to Ziegler students at no charge to the District.

ABC Code/Funding Source

N/A

***Evaluation, Research and Accountability*****A-22****Categorical/Grant Fund: \$150,000 Acceptance of Grant from Neubauer Family Foundation – Data Dashboard Development and User Access**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation a grant from the Neubauer Family Foundation, if awarded, in an amount up to \$150,000, to support Phase 3 of a contract entered into with Inprocess Consulting LLC, pursuant to Resolution A-6, approved by the School Reform Commission on August 18, 2016, for an enterprise data analytics, reporting, and dashboard solution tool (Business Intelligence tool), including the development of additional data dashboards, as well as the enhancement of public-facing data tools such as the online School Profiles.

*Description:* Authorized by Resolution 201600500, the School District of Philadelphia's District Performance Office (DPO) partnered with a qualified vendor, Inprocess Consulting LLC, for the purchase and implementation support of an enterprise data analytics, reporting, and dashboard solution tool (Business Intelligence tool) built on the Qlik platform.

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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, October 6, 2017. Please reference the Resolution Number and include your name and email address.

The new Business Intelligence tool has increased the District's capacity in four key areas:

- the ability to access and aggregate data from multiple systems to create a comprehensive District view, that can also be disaggregated in a variety of ways;
- the ability for business users to nimbly develop reports and multi-level dashboards without technical support;
- the ability for District and school leaders to access, analyze and use reliable data in both reports and dashboards to inform timely decision-making; and
- the ability to disseminate data through view-only access to a broader audience of District staff, partners, and the community.

Funds from the Neubauer Family Foundation will support the development of new dashboards within the Qlik platform and/or the expansion of access to more information through public-facing views. Specific areas of focus for new dashboards are 1) performance management in alignment with the District's Anchor Goals, 2) tracking students' secondary and post-secondary success from middle-school through college, and 3) increasing the amount and types of data available to partners and the community in public-facing data tools, such as the School Profiles.

ABC Code/Funding Source

\$150,000.00

### A-23

#### **No Cost Amendment of Contract with Inprocess Consulting LLC – Enterprise Analytics and Dashboard Solution Project**

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 originally entered into with Inprocess Consulting LLC, pursuant to Resolution No. A-7, approved by the School Reform Commission on August 18, 2016, for an enterprise data analytics, reporting, and dashboard solution tool (Business Intelligence tool), by moving the start date of Phase 3 of the contract from September 1, 2018 to October 20, 2017, at no additional cost to the School District.

*Description:* The School District of Philadelphia District Performance Office (DPO) partnered with a qualified vendor, Inprocess Consulting LLC, for the purchase and implementation support of an enterprise data analytics, reporting, and dashboard solution tool (Business Intelligence tool) built on the Qlik platform. The contract with Inprocess Consulting was authorized by Resolution A-7, approved by the SRC on August 18, 2016.

Phase 1 and 2 are near completion and we must move up the commencement date for Phase 3 to ensure continued development, and a seamless flow of new dashboards and data tools for end users. Phase 3 will expand the District's portfolio of internal dashboards and expand the number of licensed users, as well as increase the amount and types of data available to partners and the community in public-facing data tools. To meet the growing demand for dashboards and user access, the Phase 3 commencement date will be moved up to October 1, 2017 from the originally established date of September 1, 2018. The Phase 3 end date and cost will remain the same at August 31, 2019 and, an amount not to exceed \$2,500,000, respectively. Phase 3 of the project will be funded through Title I, grant, and Capital funds.

The new Business Intelligence tool has increased the District's capacity in four key areas:

- the ability to access and aggregate data from multiple systems to create a comprehensive District view, that can also be disaggregated in a variety of ways;
- the ability for business users to nimbly develop reports and multi-level dashboards without technical support;

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- the ability for District and school leaders to access, analyze and use reliable data in both reports and dashboards to inform timely decision-making; and
- the ability to disseminate data through view-only access to a broader audience of District staff, partners, and the community.

The vendor was selected through a competitive formal Request for Proposal (RFP) process (SDP RFP 495). The RFP process was completed July 2016 and the vendor was selected August 2016.

The implementation of Phase 3 will be conducted in (4) stages:

- Stage 1: Modify existing dashboards based on user feedback.
- Stage 2: Complete connection of tool to data systems/sources for the development of set of additional dashboards.
- Stage 3: Develop and share set of additional dashboards with the District Executive Cabinet, Assistant Superintendents, key District personnel, Principals, and expanded user group (including Assistant Principals); provide training to expanded user group. Share select data elements from internal dashboards with partners and the community through public-facing data tools.
- Stage 4: Assess implementation, utilization, and functionality of tool in meeting the District's evolved requirements.

ABC Code/Funding Source

N/A

#### **A-24**

#### **Ratification of Amendment of Sub-Grant Acceptance Period – American Association of Retired Persons**

RESOLVED, that the School Reform Commission hereby ratifies the extension by The School District of Philadelphia, through the Superintendent, of the acceptance period of a sub-grant from American Association of Retired Persons (AARP), originally authorized pursuant to Resolution No. A-4, approved by the School Reform Commission on September 17, 2015, by extending the acceptance period from its original scheduled expiration of April 30, 2017 through December 30, 2017.

*Description:* This is an extension of a previously authorized resolution, from September 2015, to accept these funds through April 2017. The William Penn Foundation has provided AARP a grant to implement Experience Corp, a project to provide literacy support in K-3 classrooms with high poverty populations. Utilizing the AARP network, 56 additional volunteers will utilize strategies including one on one tutoring, interactive technology-based cross curriculum literacy assistance, and guiding reading group sessions targeting specific literacy problems. Team Leaders will monitor implementation of blended tutoring through daily observations. Literacy Coaches will conduct weekly observations and real time one of one tutor coaching at each site. There will also be written mid-year evaluations completed for all tutors.

The AARP is providing the School District \$160,000 of this grant from William Penn in order to analyze the results of this project. The District will perform a two year mixed methods evaluation and analysis to determine viability of scaling up by using full classroom level literacy assistance tutoring in combination with sustained tutoring. The District will also collect and analyze quantitative data for students and classrooms by tracking baseline and year-end reading skills using standardized Developmental Reading Assessment (DRA) scores and teacher evaluations of students' decoding skills, expression, fluency, reading, comprehension and overall reading/literacy performance.

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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, October 6, 2017. Please reference the Resolution Number and include your name and email address.

ABC Code/Funding Source

N/A

**III. EDUCATION SERVICES*****Academic – Donations/Acceptances*****B-1****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 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.

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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, October 6, 2017. Please reference the Resolution Number and include your name and email address.*

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

## **B-2**

### **Donation: \$480,000 Ratification of Acceptance of Donation of Services from ArtistYear**

RESOLVED, that the School Reform Commission hereby ratifies the acceptance with appreciation by The School District of Philadelphia, through the Superintendent a donation of in-kind services from ArtistYear, a National AmeriCorps organization that places and supports full-time service year members in Title I schools for one year, valued at \$480,000.00 for the period commencing September 1, 2017 through June 30, 2018.

*Description:* A ratification is needed due to late notification of AmeriCorps funding to fulfill positions for this year.

ArtistYear, in partnership with the Office of The Arts & Academic Enrichment, and in alignment with Action Plan 3.0, is preparing to place twelve (12) full-time ArtistYear Fellows in Title I schools across the District for the entire 2017-2018 school year. Receiving schools include: Franklin Learning Center, Charles W. Henry School, Olney Elementary School, Samuel Powel School, Frankford High School, Cook-Wissahickon School, and William Tilden Middle School. Two to three additional schools, TBD, will also participate.

ArtistYear Fellows are AmeriCorps Members who are highly trained artists holding relevant higher education degrees in fields such as visual art, music, media arts, theatre, creative writing, or dance. ArtistYear Fellows work side-by-side with certified District art teachers, providing valuable thought partnership, hands-on support, and critical collaboration to promote historically- and culturally-responsive content through artistic expression.

To best leverage ArtistYear Services, the Office of The Arts & Academic Enrichment carefully considered each school's art program in order to make ideal school recommendations. School assignments reflect alignment between school programming and ArtistYear Fellows specialization as well as an agreement between the art teacher, principal, and fellow.

The goal of this initiative is to enhance school engagement, increase civic behaviors, develop student artistry, and increase student attendance.

ABC Code/Funding Source \$480,000.00

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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, October 6, 2017. Please reference the Resolution Number and include your name and email address.

**B-3****Categorical/Grant Fund: Amendment of Availability Period of Grant from the University of Wisconsin – Investing in Innovation (i3)**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to amend the utilization period of a federal Investing in Innovation (i3) grant from the University of Wisconsin, originally authorized pursuant to Resolution B-1, approved by the School Reform Commission on February 21, 2013, and subsequently augmented by Resolution B-3, approved by the School Reform Commission on May 18, 2017, to support local implementation of the research-based Families and Schools Together (FAST) early literacy development program, by extending that utilization period from its scheduled expiration date of December 31, 2017 through May 31, 2018.

*Description:* The Families and School Together (FAST i3) grant has allowed the District to improve early learning outcomes in low-performing schools in disadvantaged communities. The specific innovative practice that has been implemented and looked at closely is Families and Schools Together (FAST), which overcomes non-academic barriers to school success by: (1) engaging parents of young school children in a multi-family program that increases parents' comfort level with the school; (2) countering parent and child stress by building trusting relationships among parents, school staff, and community partners; and (3) reducing family conflict and child neglect by empowering parents to interact positively with their children. FAST leads to an improved classroom climate, creating conditions in which teachers can foster student learning.

This request for approval of a no-cost grant extension will permit the implementation of additional FAST programming during the fall of 2017 at the following ten most successful participating schools: Add B. Anderson, Bache-Martin, William Cramp, Ellwood School, Louis H. Farrell, Eliza B. Kirkbride, Anna L. Lingelbach, Mayfair School, Andrew J. Morrison and James Sullivan. Previous school success was measured by principal/staff support and involvement, a cohesive team of volunteers and high family participation rates in comparison to other FAST schools. The no-cost grant extension will also allow sufficient time for the successful performance and completion of any/all required grant closeout activities by May 31, 2018.

FAST is a multi-family, after-school program intended for families with children in kindergarten, and implemented in three stages: (a) outreach to encourage parent participation, (b) a program of eight weekly, multi-family group sessions, and (c) FASTWORKS, which continues the program through the end of second grade via monthly parent-led sessions. Each FAST school has its own trained team that represents the races, languages, religions, and ethnic backgrounds of the families in the school, and which leads FAST sessions for all kindergarteners and their families. Members of the team include community professionals in mental health and substance abuse, school representatives (teachers, counselors, or family outreach workers), and parents who have children enrolled in the designated schools. FAST is implemented with multiple groups of 10-12 families meeting simultaneously in the school during out-of-school time. Parent-led experiential exercises during FAST sessions systematically build relationships (a) between parents and their elementary school children; (b) among parents of children attending the same school; and (c) among children, parents, and school personnel. This welcoming approach creates a school-wide climate of family engagement in the transition into elementary school, and a respectful partnership between parents and school staff.

The project is implemented by the Wisconsin Center for Education Research (WCER) at the University of Wisconsin Madison (UW Madison). They serve as the lead organization and provide administrative

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capacity, coordination, and dissemination. The School District of Philadelphia serves as the Local Education Agency (LEA) and coordinates the participation of 60 schools, all of which are facing corrective action, restructuring, or warnings under the federal Title I school improvement process. Turning Points for Children (TPFC), a Philadelphia-based non-profit organization, implements the local FAST groups, recruits and retains FAST team members and provides all necessary supplies for the program to operate in all 60 schools. Families and Schools Together, Inc. (FAST, Inc.), a national non-profit organization, provides quality control and training for FAST trainers and FAST teams. The American Institute for Research (AIR) serves as the independent evaluator.

ABC Code/Funding Source

N/A

#### **B-4**

**Donation: \$42,800 Acceptance of Donation from SCA dba Essity; 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 services valued at \$42,800 SCA dba Essity to implement a pre-K hand hygiene education program at District pre-K sites, and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, contingent upon receipt of this donation, to execute, deliver, and perform a Memorandum of Understanding with SCA, dba Essity, to implement a pre-K hand hygiene education program at District pre-K sites at no cost to the District, for the period commencing October 20, 2017 through June 30, 2018.

*Description:* Essity, a global hygiene and health company, has offered to help District pre-K students learn and apply good hand hygiene habits to ultimately support students' overall health so that focus can remain on learning. Essity will provide District pre-K students at Pratt Early Childhood Center and Fitzpatrick pre-K Center a targeted educational program on proper hand hygiene to create strong hand washing habits early. Pratt and Fitzpatrick are two of the largest District pre-K sites and are both rated favorably in terms of readiness to receive services.

Essity and the District will partner to create program materials and implement program activities including a hygiene roundtable (to generate additional insight on curriculum and materials before launching the program), and a song contest with local celebrity judges for middle school students to create a song for pre-K children on handwashing. The program will begin in the fall of 2017 which is the beginning of flu season and materials will be made available online to all pre-K teachers and pre-K nurses. Essity will subcontract with AB&C, a public relations firm, as part of its implementation of this program.

The ultimate goal is to provide hand hygiene education/awareness materials for implementation throughout the District (for levels beyond pre-K) in support of raising awareness of the importance of proper hand hygiene. This hand washing program will be promoted externally, including the activities and outcomes, via PR and social media efforts. This will also support increased awareness of the District's commitment to this important health topic.

ABC Code/Funding Source

\$42,800.00

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**B-5****Donation: \$3,500,000 Acceptance of Donation from The Fund for the School District of Philadelphia – Music Education**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the donation from the Fund for The School District of Philadelphia of monetary grants, in-kind services, equipment, and materials valued at \$3,500,000, for the purpose of increasing students' access to music education, for the period commencing October 20, 2017 through June 30, 2020; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the donation from the Fund for The School District of Philadelphia of monetary grants, generated through the Andrew W. Mellon Foundation PMAY Artists grant valued at \$245,700 to support the All City Orchestra and students pursuing careers in instrumental music, for the period commencing October 20, 2017 through June 30, 2020; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation a donation from the Fund for The School District of Philadelphia of in-kind services, equipment, and materials, generated through Tyler Contemporary Gallery at Temple University's Symphony for a Broken Orchestra fundraising initiative providing a minimum of \$180,000 for the purpose of repairing and replacing musical instruments, for the period commencing October 20, 2017 through June 30, 2020; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation a donation from the Fund for The School District of Philadelphia of monetary grants, in-kind services, equipment, materials and consulting services, generated by the GRAMMY Music Education Coalition Initiative, valued at a minimum of \$3,074,072 to support increased participation in music education classes and programs, for the period commencing October 20, 2017 through June 30, 2020; and be it

*Description:* The School District of Philadelphia's Office of The Arts & Academic Enrichment, in alignment with Action Plan 3.0, is preparing a strategic redesign and implementation of music education curriculum and programs to ensure access and equity for all students. The Fund for the School District of Philadelphia will coordinate various external fundraising efforts including, but not limited to, Tyler Contemporary Gallery at Temple University's "Symphony for a Broken Orchestra" which generates donations for instrument repair, The Andrew W. Mellon Foundation's "PMAY Artist Initiative" grant to support the All City Orchestra and instrumental programs encouraging diversity, and the GRAMMY Music Education Coalition seeking to increase participation in music education across all grades. Donations acquired through these efforts will provide resources and funding support to all schools in the District, including the growth and sustainability of existing music programs as well as the addition of new music programs in schools where programs do not currently exist.

ABC Code/Funding Source

\$3,500,000.00

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**B-6****Donation: \$150,000 Acceptance of Donation from Masterman HSA Ratification of Extension of Acceptance Period – Extracurricular**

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his Designee to accept, with appreciation, the donation from the Masterman Home and School Association, of an amount not to exceed \$150,000 to fund extra curricular activities and the Julia R. Masterman Laboratory and Demonstration School, for the period commencing October 20, 2017 through October 31, 2018 and be it

FURTHER RESOLVED, that the School Reform Commission hereby ratifies the third extension by the School District of Philadelphia, through the Superintendent of the acceptance period of the donation of \$50,000 from Masterman Home and School Association, originally authorized pursuant to Resolution B-1 approved by the School Reform Commission on February 20, 2014, and further extended pursuant to Resolution B-9 approved by the School Reform Commission on November 20, 2014, and further extended pursuant to resolution B-1 approved by the SRC on May 4, 2016 for extracurricular activities at Masterman.

*Description:* This resolution is to obtain authorization to accept a donation not to exceed \$150,000 from the Masterman Home & School Association to be used to support the Masterman Extra Curricular program, including but not limited to tutoring, middle school sports, student organizations and security during the school year 2017-2018. The funds will pay employees extra curricular salaries.

In addition, this resolution is being submitted to ratify authorization to spend the previous years funds that were received through Resolution B-1 on February 20, 2014. Remaining in last years EC budget is \$7,746 to be utilized this school year.

ABC Code/Funding Source

\$150,000.00

**B-7****Donation: \$1,000,000 Acceptance of Donation of Services and Memorandum of Understanding with Wills Eye Hospital – Vision Initiative**

RESOLVED, that the School Reform Commission The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the donation from Wills Eye Hospital of specialized vision services. valued at approximately \$1,000,0000, for the period commencing November 1, 2017 through June 30, 2018; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia through the Superintendent or his designee, to execute, deliver and perform a Memorandum of Understanding and any other appropriate documents with Wills Eye Hospital to provide free vision screenings, vision exams, prescribe and dispense eye glasses, and provide follow-up vision care and medical referrals to School District students. 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 provide vision services to approximately 8,000 students in 15 elementary schools, grades K-5, in economically disadvantaged areas who are enrolled in the School District of Philadelphia. School Nurses screen District students for vision problems annually, performing over 120,000 vision screens during the 2015-2016 school year. Students who fail the vision screening administered by District School Nurses are referred for further evaluation (School Nurses are

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not authorized to perform vision examinations).

This initiative is conducted by Wills Eye clinical teams led by optometrists, opticians, optometric faculty, residents, and consultants in coordination with staff from the Office of Student Support Services. During school hours, Wills Eye staff will screen and provide vision exams to approximately 150 students per day. A Wills Eye optometrist will prescribe eye glasses for those who need them. Glasses will be made by the Wills Optical Shop and delivered to and fitted on each student at their school by the Wills' Eye Optician several weeks later. This partnership is designed to build on and maximize the District's vision screening infrastructure and assure compliance with relevant standards for school vision screening programs promulgated by the Commonwealth of Pennsylvania. Services include coordinated vision screenings, examinations and follow-up evaluations provided by Wills Eye Hospital, if parents give consent, throughout the 2017-2018 school year. This program will target students who have been identified by School Nurses as possibly requiring follow-up vision care services.

This project aligns and supports the District's Action Plan 3.0, focusing on early literacy and removing mitigating health-related barriers to learning. The power of this initiative has grown since its inception. Partnerships between vision providers and area hospitals have developed and become formalized, resulting in additional medical resources available to District students, often with dramatic results.

ABC Code/Funding Source

\$1,000,000.00

## **B-8**

### **Donation: \$350,000 Acceptance of Donation and Memorandum of Understanding with Salus University – Vision Services**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the donation from Salus University a/k/a Pennsylvania College of Optometry, of specialized vision services valued at approximately \$350,000, for the period commencing November 1, 2017 through June 30, 2018; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a Memorandum of Understanding and any other appropriate documents with Salus University a/k/a Pennsylvania College of Optometry, to provide free vision screening, vision exams, prescribe and dispense eye glasses, and provide follow-up vision care and medical referrals to School District students. 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 provide vision services to approximately 400 students in The School District of Philadelphia. School Nurses screen District students for vision problems annually, performing over 120,000 vision screens during the 2016-2017 school year. Students who fail the vision screening administered by District School Nurses are referred for further evaluation (School Nurses are not authorized to perform vision examinations).

This initiative is conducted by clinical teams led by optometrists, opticians, optometric faculty, residents, and consultants in coordination with staff from the Office of Student Support Services. This partnership is designed to build on and maximize the District's vision screening infrastructure and assure compliance with relevant standards for school vision screening programs promulgated by the Commonwealth of Pennsylvania. Services include coordinated vision examinations and follow-up evaluations provided by the vision care partners throughout the 2017-2018 school year, targeting students who have failed the School Nurse-administered vision screening, or who have been identified by School Nurses as possibly

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requiring follow-up vision care services.

This project aligns and supports the District's Action Plan 3.0, focusing on early literacy and removing mitigating health-related barriers to learning. The power of this initiative has grown since its inception. Partnerships between vision providers and area hospitals have developed and become formalized, resulting in additional medical resources available to District students, often with dramatic results.

ABC Code/Funding Source

\$350,000.00

## **B-9**

### **Donation: \$1,000,000 Acceptance of Donation and Memorandum of Understanding with Eagles Charitable Foundation, Inc. – Vision Services**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the donation from Eagles Charitable Foundation, Inc, of specialized vision services, valued at approximately \$1,000,000, for the period commencing November 1, 2017 through June 30, 2018; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia through the Superintendent or his designee, to execute, deliver and perform a Memorandum of Understanding and any other appropriate documents with Eagles Charitable Foundation, Inc., to provide free vision screenings, vision exams, prescribe and dispense eye glasses, and provide follow-up vision care and medical referrals to School District students. 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 provide vision services to approximately 3,700, or 15% of students in first and third grades throughout The School District of Philadelphia. School Nurses screen District students for vision problems annually, performing over 120,000 vision screens during the 2016-2017 school year and approximately 15% of students fail the vision screenings and require follow-up care. Students who fail the vision screening administered by District School Nurses are referred for further evaluation (School Nurses are not authorized to perform vision examinations).

This initiative is conducted by clinical teams led by optometrists, opticians, optometric faculty, residents, and consultants in coordination with staff from the Office of Student Support Services. This partnership is designed to build on and maximize the District's vision screening infrastructure and assure compliance with relevant standards for school vision screening programs promulgated by the Commonwealth of Pennsylvania. Services include coordinated vision examinations and follow-up evaluations provided by the vision care partners throughout the 2017-2018 school year, targeting students in the first and third grades who have failed the School Nurse-administered vision screening, or who have been identified by School Nurses as possibly requiring follow-up vision care services.

This project aligns and supports the District's Action Plan 3.0, focusing on early literacy and removing mitigating health-related barriers to learning. Partnerships between vision providers and area hospitals have developed and become formalized, resulting in additional medical resources available to District students, often with dramatic results.

ABC Code/Funding Source

\$1,000,000.00

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**B-10**

**Donation: \$1,000,000 Acceptance of Donation and Memorandum of Understanding with the Philadelphia Department of Public Health – STD Testing**

RESOLVED, that the School Reform Commission to accept the donation of services from the Philadelphia Department of Public Health to educate, identify and treat sexually transmitted diseases among adolescents enrolled in Philadelphia public high schools, valued at approximately \$1,000,000, for the period commencing November 1, 2017 through June 30, 2018; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a Memorandum of Understanding and any other appropriate documents with the Philadelphia Department of Public Health to provide STD testing, treatment and education services to District students. The Memorandum of Understanding shall be in a form acceptable to the Office of General Counsel and the Office of Risk Management.

*Description:* In response to epidemic rates of Chlamydia trachomatis (Chlamydia) and Neisseria gonorrhoeal (gonorrhea) infections in Philadelphia (especially among teenagers), in 2003 the Philadelphia Department of Public Health approached the School District of Philadelphia to develop a program focused on lowering these potentially life-altering infections. Since most chlamydial infections are asymptomatic (40-85%), active screening and treatment programs are critical for the prevention of complications and further transmission.

The School District of Philadelphia and the Philadelphia Department of Public Health (PDPH) initiated a collaborative effort in January 2003. The PDPH is the first Health Department in the country to aggressively pursue STD testing in high schools and has been recognized by the National Association of County and City Health Offices as a model program for the work that has been done. This program is also being emulated by the Departments of Public Health in New York Health City, Chicago, and Washington, DC. Each of these Departments of Health has since launched testing programs in their public high schools using the Philadelphia model. The District's collaboration with this initiative has also received positive feedback from public health, media and education stakeholders.

This initiative targeted all 30,000 high school students (grades 9-12) with an educational program conducted by the PDPH regarding Sexually Transmitted Diseases (STDs) and offered confidential urine-based testing for Gonorrhea and Chlamydia. While this project aims to reduce the rate of Chlamydia and Gonorrhea among Philadelphia public high school students and adolescents throughout the city, it also works to prevent complications associated with these untreated STDs. Now entering its 11th consecutive school year, the PDPH will again work with the administration of each high school to offer a 25 minute educational presentation to students on STDs. PDPH staff will contact every high school, reaching approximately 30,000 high school students. PDPH is responsible for contacting the administration of each school to create a schedule to provide STD education with opportunities for testing, treatment and alternative days if a significant number of students are not reached. Following the presentation, PDPH staff will provide each student with a urine-based test in a brown paper bag, to ensure confidentiality. Students will call a free, confidential number to receive their test results. Treatment is free and offered in the School Nurse's office, at a local medical office or community health center. A free condom will also be in the brown paper bag and students may request additional condoms from PDPH staff after the presentation is completed. The PDPH is involved in an ongoing basis with community education and testing outreach for STDs. This project with District is an extension of their current outreach project. The PDPH provides the necessary staff and materials that are required for this initiative.

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ABC Code/Funding Source \$1,000,000.00

**B-11****Donation: \$41,500 Acceptance of Donation from W. B. Saul Alumni Association – 2017 Ford Transit Wagon**

RESOLVED, that the School Reform Commission that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the donation of a 2017 Ford Transit Wagon from the W.B. Saul High School Alumni association on behalf of W.B. Saul High School valued at approximately \$41,500 to be used to transport students to and from agricultural and industry related activities.

*Description:* This is for a resolution to accept a donation from the W.B. Saul Alumni Association of a 2017 Ford Transit Wagon to support W.B. Saul High School's agricultural education program. W.B. Saul High School for the Agricultural Sciences prepares students in the four CIP code program areas; animal science, horticulture, food science and environmental science. Students are prepared for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems. Through agricultural education, students are provided opportunities for leadership development, personal growth and career success.

ABC Code/Funding Source \$41,500.00

**Academic – Contracts/Payments****B-12****Categorical/Grant Fund: \$150,600 Ratification of Amendment of Contracts with Various Vendors – Preschool Programs**

RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery, and performance by The School District of Philadelphia, through the Superintendent, of amendments of contracts to be entered into with each of the following providers of comprehensive pre-k program services, originally authorized pursuant to Resolution No. B-2, approved by the School Reform Commission on June 15, 2017, by decreasing the aggregate amount of the contracts by \$150,600 from the \$59,629,305 approved in Resolution B-2, to an aggregate amount not to exceed \$59,478,705, for the period commencing July 1, 2017 through June 30, 2018, in the specific individual amounts and for the reason/circumstances indicated below:

Tuny Haven International Early Learning Center - amount decreased by \$550,800 approved in Resolution B-2, which correlated to a total of 75 pre-k service slots, due to the temporary suspension of program operations during the 2017/18 project implementation period;

Kinder Academy - amount increased by \$148,200 from the \$2,001,600 approved in Resolution B-2, to an amount not to exceed \$2,149,800, to support the operation of 20 additional pre-k service slots (for a new total of 294 students); and

Pratt Street Learning Center - amount increased by \$252,000 from the \$216,000 approved in Resolution B-2, to an amount not to exceed \$468,000, to support the operation of 35 additional pre-k service slots (for a new total of 65 students).

*Description:* The ratification component of this resolution is being requested in accordance with SRC Policy 820, Subsection 8, regarding acceptance and utilization of grant funding.

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The primary objective of this particular resolution is to facilitate the reallocation of 75 high-quality, comprehensive preschool service slots funded through FY18 pre-k program grants to the School District that were scheduled to be operated by a community-based agency that has temporarily suspended its pre-k programming during the 2017/18 project implementation period. It should be noted that 20 of the redeployed slots will function under the auspices of surplus contractual authority previously established for the Children's Playhouse early learning center pursuant to Resolution B-2 of 6/15/17.

The nominal overall modifications to SDP's current pre-k service structure being proposed through this resolution have already been reviewed and provisionally approved by all relevant funding agencies.

ABC Code/Funding Source	\$150,600.00
216X-G01-9390-1807-8990 Federal Head Start Continuation Grant Program (\$252,000.00)	
4E1X-G01-9150-1807-8990 PA Pre-K Counts Grant Program (\$148,200.00)	

### **B-13**

#### **Operating Budget: \$460,000 Contract with Playworks – TeamUp Consultation Recess Program/\$821,000 Acceptance of Gifts and Donations from Playworks – Socialized Recess Programs**

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 Playworks to pay the cost to implement the TeamUp Consultation Recess Program at Bethune, Cayuga, Kirkbride, Meade, Pennypacker, Sheppard, Spring Garden and Solis-Cohen Elementary Schools for an amount not to exceed \$120,000 (\$15,000 each) and to implement full-time socialized recess programs at Cramp, Hopkinson, Juniata Park, Ludlow, McClure, Taylor, Webster, Welsh and Wright Elementary Schools, for an amount not to exceed \$315,000 (\$35,000 each) and a part-time socialized recess program at Linglebach, for an amount not to exceed \$25,000, for an aggregate amount not to exceed \$460,000, for the period commencing October 20, 2017 through June 29, 2018; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee to accept with appreciation the donation of services from Playworks, valued at approximately \$821,000, to implement socialized recess programs at Adaire, Arthur, Bethune, Cayuga, Cramp, Hopkinson, Juniata Park, Kirkbride, Lea, Lingelbach, Ludlow, McClure, Meade, Pennypacker, Powel, Sheppard, Solis-Cohen, Spring Garden, Taylor, Waring, Webster, Welsh and Wright Elementary Schools, for the period commencing October 20, 2017 through June 29, 2018.

*Description:* The purpose of this resolution is two-fold: first, to seek authorization to contract with Playworks to implement full-time socialized recess programs at Cramp, Hopkinson, Juniata Park, Ludlow, McClure, Taylor, Webster, Welsh and Wright Elementary Schools; a part-time recess program at Lingelbach and TeamUp Consultation recess programs at Bethune, Cayuga, Kirkbride, Meade, Pennypacker, Sheppard, Spring Garden and Solis-Cohen Elementary Schools; and second, to seek authorization to accept a monetary donation from Playworks to help offset the cost of programming to schools.

Playworks is the leading nonprofit in the country that leverages play as a tool to promote healthy behaviors and improve the learning environment in elementary schools. The Playworks model uses recess as an opportunity to teach youth critical skills for getting along with one another, working in teams and

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resolving disagreements in a safe and inclusive environment.

Playworks' coaches are the key to the program's success. They transform recess into a positive experience striving to know every child by name and orchestrating play and physical activity in a way that engages all children, especially those who are not typically involved in play, those who may feel intimidated and/or feel their skill level is not up to par. To the delight of the children, the coach plays, too, which provides an element of fun as well as the opportunity to model appropriate behavior.

Below is a step-by-step description of the Playworks program at each school:

1. Playworks' coaches organize recess by establishing specific areas on the playground for games, developing standard rules for behavior and teaching conflict resolution techniques such as rock/paper/scissors, so that students can resolve conflicts on their own.
2. Coaches work with teachers to provide 45 minutes of game time specifically for their students during the week. This allows students to receive one-on-one attention, enables coaches to reinforce positive social and playground behaviors, and strengthens the student-teacher bond by enabling students to see their teacher in a new *playful* role.
3. Coaches nurture a cadre of 4th and 5th grade students to serve as Junior Coaches. This peer leadership program has been successful in improving children's self-esteem, social behaviors and desire to do better in school.
4. Coaches provide high quality afterschool programming for 4th and 5th graders, including homework assistance.
5. Coaches run interscholastic sports leagues for 4th and 5th graders in a variety of sports, including co-ed volleyball and all girls basketball. These non-competitive teams are designed to build skills, provide children with a team experience and teach good sporting behavior.

Playworks has been supporting the implementation of socialized recess in Philadelphia public schools for the past several years. For the coming year in Philadelphia, Playworks has been working with several schools and the District's Office of Health, Safety and Physical Education, as well as with multiple local funders and community groups to minimize the cost to schools for the programming.

Arrangements have been made so that the programming will be implemented in 23 schools (Afaire, Arthur, Bethune, Cayuga, Cramp, Hopkinson, Juniata Park, Kirkbride, Lea, Lingelbach, Ludlow, McClure, Meade, Pennypacker, Powel, Sheppaard, Solis-Cohen, Spring Garden, Taylor, Waring, Webster, Welsh and Wright elementary schools), with a majority of the funding (\$821,000 out of a total cost of \$1,281,000) coming from external sources. Through its own internal fundraising efforts, Playworks itself is able to contribute \$821,000 toward the total cost of the program. Stakeholders that have stepped forward to contribute include the following:

The Lenfest Foundation is providing Playworks \$35,000 toward the cost of the program at Arthur Elementary;

Drexel University is providing Playworks \$25,000 toward the cost of the program at Powel Elementary;

The Netter Center at the University of Pennsylvania is providing Playworks \$35,000 toward the cost of the program at Lea Elementary

The Friends of Adaire Association at Adaire Elementary is providing Playworks \$15,000

A private funder is providing Playworks \$35,000 toward the cost of the program at Waring Elementary School.

Playworks will continue to provide a program model called TeamUp. The purpose is to establish a framework for implementing a socialized recess program while also providing consultative trainings to school staff that will be primarily responsible for running this program at their school. The goal of the

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program is to establish a culture at recess where play is valued and can positively impact school climate which is also run by the school staff with the best practices and consultative support of Playworks professionals.

In the 2017-2018 school year, Playworks will implement a pilot program to provide a part-time recess coach to two schools (Linglebach and Powel Elementary). The primary function of the coach in this model will be to implement a socialized recess program as well as a modified version of the youth leadership program, Junior Coach.

ABC Code/Funding Source	\$460,000.00
1100-002-5470-1101-3291 Operating Budget (\$35,000.00)	
1100-002-7300-1101-3291 Operating Budget (\$35,000.00)	
1100-002-7150-1101-3291 Operating Budget (\$35,000.00)	
1100-002-5340-1101-3291 Operating Budget (\$35,000.00)	
1100-002-7380-1101-3291 Operating Budget (\$35,000.00)	
1100-002-7440-1101-3291 Operating Budget (\$35,000.00)	
1100-002-5590-1101-3291 Operating Budget (\$35,000.00)	
201X-G02-5420-1101-3291 Title 1 (\$35,000.00)	
1100-002-4470-1101-3291 Operating Budget (\$35,000.00)	
1100-002-6440-1101-3291 Operating Budget (\$25,000.00)	
1100-002-7510-1101-3291 Operating Budget (\$15,000.00)	
1100-014-5490-112A-3291 Operating Budget (\$15,000.00)	
1100-002-2580-1101-3291 Operating Budget (\$15,000.00)	
201X-G02-4570-1101-3000 Title 1 (\$15,000.00)	
1100-002-5560-1101-3000 Operating Budget (\$15,000.00)	
1100-002-6350-1101-3291 Operating Budget (\$15,000.00)	
201X-G02-5410-1101-3291 Title 1 (\$15,000.00)	
1100-002-8340-1101-3291 Operating Budget (\$15,000.00)	

#### **B-14**

#### **Operating Budget: \$240,000 Contract with Quality Behavioral Solutions (QBS Inc.) – Safety-Care Training**

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 Quality Behavioral Solutions, QBS Inc., to provide selected School District staff with training in Safety-Care and certification as Safety-Care Behavioral Safety Trainers, for an amount not to exceed \$240,000.00, for the period commencing October 20, 2017 through June 29, 2018.

*Description:* The School District's Office of Specialized Services (OSS) requests authorization to enter into a contract with QBS, Inc. (QBS) to train and certify up to 200 School District educators and staff in Safety-Care. QBS is a premier behavioral skills training company that provides training and consultation to professional staff in school districts and in residential treatment, educational, and healthcare facilities. QBS was selected by Pittsburgh Public Schools through an RFP entitled District-wide Crisis Intervention Model, posted on April 5, 2017. The School District of Philadelphia (SDP), through cooperative purchasing, selected QBS to train District staff in behavior prevention, behavior de-escalation, and crisis intervention.

Safety-Care training provides the skills and competencies necessary to effectively prevent, minimize, and

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manage student behavioral challenges with dignity, safety, and the possibility of change. Safety-Care is used to support students who exhibit a range of challenging behaviors, including but not limited to, physical and verbal aggression, self-injury, bullying, property destruction, and fighting. By focusing on positive reinforcement, de-escalation, safety, and respect, Safety-Care is foremost a preventative program that teaches staff to safely support students while protecting other students and staff from instructional disruption and danger.

Safety-Care trained educators:

1. understand how and why crisis events happen, and ways in which we might inadvertently contribute to them;
2. prevent crises using a variety of supportive interaction strategies;
3. apply simple, evidence-based de-escalation strategies that are effective for any population;
4. respond appropriately and safely to dangerous behavior;
5. prevent the need for restraint; and,
6. intervene after a crisis to reduce the chance that it will happen again.

The Safety-Care program embraces the following core principles:

1. the use of respectful, humane, non-coercive interventions;
2. emphasis on prevention over management;
3. the use of evidence-based procedures as the basis of intervention.
4. the use of positive reinforcement and de-escalation strategies;
5. evidence-based approach incorporating errorless teaching strategies whenever possible;
6. reliance on the least restrictive intervention;
7. physical procedures designed to be simple, effective, safe, and minimal;
8. the use of minimal restraint only when no other safe options are available; and,
9. abiding by consistent standards that reduce risk.

Under this proposal, up to 200 kindergarten through grade twelve teachers and staff from schools located throughout the School District, will receive comprehensive training in Safety-Care. Once training and certification is completed, these 200 staff members will then train other teachers and staff assigned to their schools on Safety-Care practices and techniques. Turn-around training of staff at school sites will enable the School District to have a cadre of teachers and professionals in all School District schools who are qualified and able to use Safety Care techniques as a student intervention when appropriate.

ABC Code/Funding Source	\$240,000.00
1100-028-9CL0-239A-3241 Operating	

## **B-15**

### **Categorical/Grant Fund: \$36,900 Contract with Physicians for Social Responsibility (PSR) – GEAR UP CRCC**

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 Physicians for Social Responsibility, to provide a Youth Court school program to promote peaceful conflict resolution solutions at Martin Luther King and Penn Treaty high schools, for an amount not to exceed \$36,900, for the period commencing October 20, 2017 through June 30, 2018.

*Description:* Physicians for Social Responsibility (PSR), is a non-profit organization that fulfills its mission to promote social responsibility through programs focused on health, the environment, and

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through working with youth. As part of its work with schools, PSR provides a Youth Court school program that uses a restorative justice model. Specifically, students who receive disciplinary actions at their school will have an opportunity to discuss their issue among peers in a mock courtroom setting rather than going through the principal's office. Students in mock courtrooms alternate roles as judge, jury, lawyer, bailiff announcer, and legal teams.

Youth Court sessions typically meet once per week in a history or civics class, and the curriculum follows an outline including an overview of justice, why it is important and how to speak formally in front of an audience. The curriculum also covers the professional roles in a courtroom, the power of asking questions, listening and collaborating to create a fitting consequence. For the 2017-18 school year, Youth Court will be tailored to the 9th and 10th grades classes at Martin Luther King (MLK) and Penn Treaty. Martin Luther King and Penn Treaty were selected due to prior success with students in the program. Both schools will designate a civics or history teacher who is interested and willing to work with students on leadership, criminal justice issues, and restorative justice. The selected teachers will receive introductory training for three weeks provided by PSR staff and then receive ongoing support, site visits, check-ins and supervision throughout the school year. Curriculum and training include a list of the roles, sample statements, prompts on how to ask questions, sample role-plays, and more. Teachers and PSR staff will collaborate to ensure that all materials are well tailored for 9th and 10th-grade learning levels.

ABC Code/Funding Source	\$36,900.00
38bx-g58-97a0-2260-3291	

## **B-16**

### **Operating Budget/Categorical/Grant Fund: \$650,000 Amendment of Contract with Carnegie Learning, Inc. – Professional Development – Summer Math Institute and Additional Math Institute Specialists**

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of Contract No. 0654/F16, originally entered in to with Carnegie Learning, Inc., pursuant to Resolution B-9, approved by the School Reform Commission on March 16, 2017, by increasing the amount of the contract by an additional \$650,000.00 from \$6,066,174.03, approved by Resolution B-6, to an amount not to exceed \$6,716,174.03.

*Description:* Carnegie Learning is currently contracted to facilitate our week long intensive summer Mathematics Institute, which provides intensive grade-level mathematics professional development to over 800 teachers and their principals (approx. 45 principals). As a result of participating in the Mathematics Institute, the Office of Curriculum, Instruction, and Assessment provides Mathematics coaching (12 coaches), through Carnegie Learning, for all teachers. The Office of School Redesign and the Office of Gear Up inquired about providing Mathematics coaching for five of their schools (1 Redesign & 4 Gear Up).

This resolution seeks authorization to amend Contract No. 0654/F16 with Carnegie Learning, Inc., by increasing the amount of the original contract by an additional \$650,000.00 from \$6,066,174.03, approved by Resolution B-6 on March 17, 2017, to an amount not to exceed \$6,716,174.03, to provide five (5) additional Math Institute Specialists to support specific schools and their teachers during the 2017 - 2018 school year. The Math Institute Specialists will be contracted solely through Carnegie Learning, Inc. They will not be recruited or hired as employees of the The School District of Philadelphia. Math Institute Specialists Breakdown:

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Four (4) Math Institute Specialists will support the teachers of the following schools (Edison, Fels, Penn Treaty, Kensington HS, Kensington Health Science, Kensington CAPA, Ben Franklin, Overbrook, West Philadelphia, School of the Future, Frankford, Martin Luther King).

One (1) Math Institute Specialist will be assigned to Hartranft.

ABC Code/Funding Source	\$650,000.00
38BX-G58-97A0-2260-3291 GearUp (\$520,000.00)	
1100-007-9440-2251-3291 Operating (\$130,000.00)	

#### **B-17**

#### **Operating Budget: \$24,999 Contract with The Reading and Writing Project Network, 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 The Reading and Writing Project Network, LLC, for professional development and site-based coaching services for the J. Hampton Moore Elementary School, for an amount not to exceed \$24,999.00, for the period commencing October 20, 2017 through June 30, 2018.

*Description:* The Reading and Writing Project Network will provide 5 days of intensive professional development for grades K-2 and 3-5 on the Reading Workshop Model at the cost of \$24,999. (This is a total of 10 days.) This organization will provide research-based best practices for teachers with strategic and grade/grade-band oriented needs to strengthen reading instruction through the workshop model.

ABC Code/Funding Source	\$24,999.00
1100-002-8310-1101-3291 Operating	

#### **B-18 (Pending)**

#### **Operating Budget: \$720,000 Ratification of Contract with VisionQuest – Alternative Education Program**

#### **B-19 (Pending)**

#### **Operating Budget: \$40,000 Contract with Jehiza Feliz – Program and Partnership Coordinator – SLA @ Beeber**

### **IV. INTERMEDIATE UNIT**

#### **IU-1**

#### **IDEA: \$50,000 Amendment of Contract with The Trustees of the University of Pennsylvania – Philly AIMS Training for Teachers of Students with Autism in Grades K through 5**

RESOLVED, that the School Reform Commission acting in its capacity as Board of Directors of the Philadelphia Intermediate Unit 26 (IU-26), authorizes IU-26, through the Executive Director or his designee, to execute, deliver, and perform an amendment to the contract entered into with The Trustees of the University of Pennsylvania, pursuant to Resolution IU-2 approved by the School Reform Commission on June 15, 2017, to provide ongoing professional development and consultation on Applied Behavioral Analysis teaching methods and on the Strategies for Teaching Based on Autism Research (STAR) curriculum for teachers and support staff of students with autism in grades kindergarten through grade five, by increasing the amount of the contract by an additional \$50,000, from the \$272,664 approved in

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Resolution IU-2, to an aggregate amount not to exceed \$322,664.

*Description:* The additional \$50,000 in contract authorization requested in this Resolution shall provide training, consultation and support in the Training Based on Autism Research (STAR) curriculum, to teachers who already received initial training from the Contractor during their first year of teaching students with autism spectrum disorder (ASD). Additional and longer-term professional development and support will ensure that teachers continue to implement the STAR curriculum in their classrooms with rigor and fidelity.

Dr. David S. Mandell of the Center for Mental Health Policy and Services Research of the University of Pennsylvania helped develop and refine the STAR curriculum for students with ASD in the early grades. In 2008, the School District chose the STAR curriculum for implementation in the early grades, after conducting a trial study comparing it with other Applied Behavioral Analysis (ABA) models. The trail study demonstrated significantly higher student outcomes with STAR in comparison to other ABA structured teaching programs. In the past, the School District restricted the Contractor's STAR training to new grade k through five teachers of students with ASD. During the last three years, observations and research demonstrated that teachers who completed the initial year of STAR training also need periodic additional and ongoing professional development and support to ensure the continued effective implementation of the program. The additional funding requested in this resolution will permit teachers to receive the ongoing professional development, refresher training, and support they require to continue to implement the STAR curriculum with success in the classroom beyond the initial first year of training.

ABC Code/Funding Source  
242X-G05-9CL0-2272-3291 IDEA

\$50,000.00

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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, October 6, 2017. Please reference the Resolution Number and include your name and email address.

# THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 100 Programs

TITLE: Exemption from  
Instruction

ADOPTED:

REVISED:

## 105.2 (NEW) EXEMPTION FROM INSTRUCTION

### Purpose

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

### Definitions

**Parent/guardian/surrogate under IDEA:**

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

**Eligible Student:**

### Authority

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

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

### Mandatory Regulatory Procedures

**Administrative guidelines accompany this policy and set forth the procedures for parental request to view the curriculum, academic standards and instructional materials**

**Attachment for policy #105.2: Procedures for Parental Request to View the Curriculum,  
Academic Standards and Instructional Materials**

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

**Legal References:**

1. 22 PA Code 11.7
2. 22 PA Code 4.4
3. 22 PA Code 4.4

# THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 100 Programs

TITLE: Gifted Education

ADOPTED:

REVISED:

## GIFTED EDUCATION (NEW)

### Purpose

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

### Definitions

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

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

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

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

**Mentally gifted** - outstanding intellectual and creative ability, the development of which requires specially designed programs and/or support services not ordinarily provided in the regular education program. The term includes a student with an IQ of 130 or higher or

who meets established multiple criteria indicating gifted ability, or a student with an IQ lower than 130 when other educational criteria strongly indicate gifted ability.[\[1\]\[4\]\[6\]](#)

### Authority

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

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

The district's gifted education plan shall address:

1. The district's process for identifying gifted children in need of specially designed instruction.
2. The gifted special education programs offered by the district.
3. Reports of gifted students, personnel and program elements, and costs, as required by the Department of Education.

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

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

1. System to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction.[\[6\]](#)
2. Screening and evaluation process that meet Applicable Laws, to determine students' educational needs.[\[6\]](#)
3. Procedures to determine whether a student is mentally gifted. Determination of gifted ability shall not be based on IQ score alone; a range of assessments including a student's performance and potential shall be utilized.[\[6\]](#)



4. **Gifted Individualized Education Plan (GIEP) developed, and subsequently modified, for each student based on his/her unique needs and the written report of the Gifted Multidisciplinary Team (GMDT).**[\[5\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)
5. **Safeguards for the due process rights of gifted students.**[\[13\]](#)
6. **Notification to teachers of their responsibilities to each of their identified gifted students, as provided in the student's Gifted Individualized Education Plan (GIEP).**[\[11\]](#)

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

### **Confidentiality of Student Records**

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

***Attachment for policy #114: Gifted Education Plan***

### **Legal References:**

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

**Related Information:**

22 PA Code 11.12

# THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 100 Programs

TITLE: Career and Technical  
Education

ADOPTED:

REVISED:

## CAREER AND TECHNICAL EDUCATION (NEW)

### Purpose

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

1. Prepare students for employment as in-demand workers in high-skilled, family-sustaining wage, as defined by Pennsylvania Department of Labor and Industry, and high-priority/emerging occupations.
2. Prepare students for enrollment in postsecondary education programs.
3. Assist students with awareness of career pathways, by providing students comprehensive informational and experiential opportunities to become informed decision-makers.
4. Ensure that all students, regardless of age, race, color, religion, sex, sexual orientation, disability or special needs have access to career and technical education programs. The transition plans for students with IEPs are connected with their career and technical education program.

### Authority

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

The Superintendent, or his designees, shall ensure that all students and parents/guardians are informed, via publication and outreach (e.g., school visits, school visits to middle schools, print, online, school fairs), of the student's right to participate in career and technical education programs and courses and that students with disabilities enrolled in such programs are entitled to services under state and federal laws and regulations.[\[5\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

**Career and technical** education programs shall consist of a series of planned academic and vocational technical education courses that are integrated into and **articulated throughout the curriculum of district schools.**[\[4\]](#)[\[5\]](#)[\[12\]](#)[\[13\]](#)

Career and technical education programs shall be standard-based; prepare students for obtainment of licensure or industry skills certification or Pennsylvania Skills Certificate, as required; provide extended classroom experience; instruct students in safety practices and accident prevention; and meet minimum time requirements.[\[5\]](#)[\[12\]](#)[\[14\]](#)

Career and technical education courses must include content based upon occupational analysis, clearly stated performance objectives deemed critical to successful employment, and assessment of student competencies based upon performance standards. Student records shall include the results of the assessment of student competencies.[\[5\]](#)[\[15\]](#)

In order to maintain a program of career and technical education, **the Superintendent, or his designees, shall:**

1. **Approve the content, organization and assessment standards of all technical courses.**[\[5\]](#)
2. **Approve the placement of students in work-based learning programs and supervise the nature and conduct of their employment.**[\[5\]](#)[\[16\]](#)[\[17\]](#)
3. **Operate programs in compliance with applicable laws and regulations governing career and technical education.**[\[5\]](#)[\[12\]](#)
4. **Employ and supervise certified district staff teaching career and technical education courses.** Such personnel shall be responsible for keeping up with the technology, practices and standards of their professional areas.[\[19\]](#)[\[20\]](#)[\[21\]](#)
5. **Provide adequate facilities, equipment and resource materials.**[\[22\]](#)[\[23\]](#)[\[24\]](#)
6. **Establish appropriate local and occupational advisory committees to advise the SRC, administration and staff concerning the aspects of the career and technical education program delegated to each committee.** The SRC delegates the responsibility to appoint members of the local and occupational advisory committees to the Superintendent or his designees. A majority of the members of the occupational advisory committee shall be employees and employers in the occupation for which training is being provided by the district.[\[25\]](#)[\[26\]](#)[\[27\]](#)[\[28\]](#)

### **Mandatory Regulatory Procedure - Child Abuse Prevention Requirements**

**Employers who participate in district internship, externship, work study, co-op, or similar programs shall adopt policies and procedures that ensure compliance with the following procedures required by the Child Protective Services Law.**

***Identification of Adult Responsible for Child's Welfare -***

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

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

***Certifications -***

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

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

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

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

***Arrest or Conviction Reporting Requirements -***

**An identified adult shall notify the employer, in writing, within seventy-two (72) hours of the occurrence, of an arrest or conviction required to be reported by law.[\[31\]](#)**

An identified adult shall also report to the employer, within seventy-two (72) hours of notification, that s/he has been listed as a perpetrator in the Statewide database, in accordance with the Child Protective Services Law.[\[31\]](#)

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

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

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

### *Child Abuse Reporting -*

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

### *Attachment for policy #115: Career and Technical Education Guidelines*

#### **Legal References:**

1. 24 P.S. 1806

2. 24 P.S. 1844

3. 22 PA Code 12.41

4. 22 PA Code 339.2

5. 22 PA Code 4.31

6. 24 P.S. 1802

7. 24 P.S. 502

8. Pol. 103 - Nondiscrimination in School and Classroom Practices

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

10. Pol. 113 - Special Education

11. Pol. 138 - English as a Second Language/Bilingual Program

12. 22 PA Code 339.22

13. Pol. 105 - Curriculum

14. 22 PA Code 339.23

15. Pol. 216 - Student Records

16. 22 PA Code 11.28

- 17. 22 PA Code 339.29
- 18. 24 P.S. 1809
- 19. 24 P.S. 1106
- 20. 24 P.S. 1212
- 21. 22 PA Code 339.41
- 22. Pol. 109 - Resource Materials
- 23. Pol. 110 - Instructional Supplies
- 24. Pol. 701 - Facilities Planning
- 25. 24 P.S. 1808
- 26. 22 PA Code 339.13
- 27. 22 PA Code 339.14
- 28. 22 PA Code 4.33
- 29. 23 Pa. C.S.A. 6303
- 30. 23 Pa. C.S.A. 6344
- 31. 23 Pa. C.S.A. 6344.3
- 32. 23 Pa. C.S.A. 6311
- 33. Pol. 806 - Child Abuse
- 34. 22 PA Code 339.21
- 35. 22 PA Code 339.4
- 36. 22 PA Code 339.30
- 37. Pol. 122 - Extracurricular Activities

**Related Information:**

- 24 P.S. 1801
- 24 P.S. 1807
- 23 Pa. C.S.A. 6301 et seq
- 22 PA Code 339.1 et seq
- 22 PA Code 4.34
- 22 PA Code 4.35
- 20 U.S.C. 2301 et seq

# THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Attendance

ADOPTED:

REVISED:

## ATTENDANCE

### Purpose

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

### Definitions

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

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

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

Person in parental relation shall mean a:[\[2\]](#)

1. Custodial biological or adoptive parent.
2. Noncustodial biological or adoptive parent.
3. Guardian of the person of a child.
4. Person with whom a child lives and who is acting in a parental role of a child.

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

School-based or community-based attendance improvement program shall mean a program designed to improve school attendance by seeking to identify and address the



**underlying reasons for a child's absences. The term may include an educational assignment in an alternative education program, provided the program does not include a program for disruptive youth established pursuant to Article XIX-C of the Pennsylvania Public School Code.**[\[2\]](#)

### **Authority**

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

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

### **Compulsory School Attendance Requirements**

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

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

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

1. On certification by a physician or submission of other satisfactory evidence and on approval of the Pennsylvania Department of Education, children who are unable to attend school or apply themselves to study for mental, physical or other reasons that preclude regular attendance.[\[5\]](#)[\[6\]](#)[\[16\]](#)
2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught.[\[4\]](#)[\[17\]](#)
3. Students attending college who are also enrolled part-time in district schools, to include dual enrollment and middle college.[\[18\]](#)
4. Students attending a home education program **or private tutoring** in accordance with law.[\[4\]](#)[\[13\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)[\[22\]](#)
5. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved.[\[4\]](#)

6. **The School District will honor any exceptions to compulsory school attendance permitted by law under the School Code.**
7. ~~Students fifteen (15) years of age, and fourteen (14) years of age who have completed the highest elementary grade, engaged in farm work or private domestic service under duly issued permits.[6]~~
8. ~~Students sixteen (16) years of age regularly employed during the school session and holding a lawfully issued employment certificate.[6][11]~~

### Excused/Lawful Absence

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

- Excused Absence or Other Urgent Reasons
  - Excused Early Dismissal
  - Illness, **including if a student is dismissed by designated district staff during school hours for health-related reasons.**[5][8]
  - Quarantine
  - Recovery from Accident
  - Required Court Appearance
  - Death in Family
  - Educational Trip/Tour with approval
    - The parent/guardian submits a written request for excusal prior to the absence.
    - The student's participation has been approved by the Superintendent or principal.
    - The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the Superintendent.
    - College tours, trade school tours, career and technical training program tours, community college tours, or tours of other non-school district schools, **with prior approval.**
    - The **district** may limit the number and duration of non-school-sponsored educational tours or trips for which excused absences may be granted to a student during the school **year.**
  - Observance of a religious holiday **observed by bona fide religious group**, upon **prior** written parental request.[23]
  - Authorized school activities, including athletic events.
  - Excused Lateness
  - Out of School Suspension
1. ~~Family emergency.~~
  2. ~~Participation in a project sponsored by a statewide or countywide 4-H, Future Farmers of America (FFA) or combined 4-H and FFA group, upon prior written request.[1][5]~~

3. ~~Nonschool-sponsored educational tours or trips, if the following conditions are met:[5][24]~~
  - a. ~~The parent/guardian submits a written request for excusal prior to the absence.~~
  - b. ~~The student's participation has been approved by the Superintendent or principal.~~
  - c. ~~The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the Superintendent.~~
4. ~~College tours, trade school tours, career and technical training program tours, community college tours, or tours of other non-school district schools, **with prior approval.**~~

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

### *Temporary Excusals -*

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

1. Students receiving tutorial instruction in a field not offered in the district's curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular program of studies.[4][10][13]
2. Students participating in a religious instruction program, **if the following conditions are met:[23][25]**
  - a. The parent/guardian **submits** a written request **for excusal. The request shall identify and describe the instruction, and the dates and hours of instruction.**
  - b. **The student shall not miss** more than thirty-six (36) hours per school year **in order to attend classes for religious instruction.**
  - c. **Following each absence, the parent/guardian shall submit a statement attesting that the student attended the instruction, and the dates and hours of attendance.**
3. **School age** children unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, **or both**, and with approval of the Secretary of Education of the Pennsylvania Department of Education.[16]

### Unexcused/Unlawful Absences

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

**An out-of-school suspension may not be considered an unexcused absence.**<sup>[2]</sup>

Unexcused Lateness

Unexcused Absence

Unexcused Early Dismissal

### **Delegation of Responsibility**

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

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

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

1. Govern the **maintenance** of attendance records in accordance with law.<sup>[27][28]</sup>
2. **Detail the process for submission of requests and excuses for student absences.**
3. **Detail the process for written notices, School Attendance Improvement Conferences, School Attendance Improvement Plans, and referrals to a school-based or community-based attendance improvement program, the local children and youth agency, or the appropriate judge.**
4. **Ensure that students legally absent have an opportunity to make up work.**

### **Mandatory Regulatory Procedure**

#### **Enforcement of Compulsory Attendance Requirements**

##### ***Student is Truant-***

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

~~The notice shall:~~<sup>[29]</sup>

- ~~1. Be in the mode and language of communication preferred by the person in parental relation;~~
- ~~2. Include a description of the consequences if the student becomes habitually truant; and~~
- ~~3. When transmitted to a person who is not the biological or adoptive parent, also be provided to the child's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.~~

~~The notice may include the offer of a School Attendance Improvement Conference.~~[\[29\]](#)

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

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

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

~~The following individuals shall be invited to the School Attendance Improvement Conference:~~[\[2\]](#)

- ~~1. The student.~~
- ~~2. The student's person in parental relation.~~
- ~~3. Other individuals identified by the person in parental relation who may be a resource.~~
- ~~4. Appropriate school personnel.~~
- ~~5. Recommended service providers.~~

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

~~The outcome of the School Attendance Improvement Conference shall be documented in a written School Attendance Improvement Plan. The Plan shall be retained in the student's~~

~~file. A copy of the Plan shall be provided to the person in parental relation, the student and appropriate district staff.[29]~~

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

*Student is Habitually Truant -*

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

- 1. Shall refer the student to:
  - a. A school-based or community-based attendance improvement program; or**
  - b. The local children and youth agency.****
- 2. May file a citation in the office of the appropriate judge against the person in parental relation who resides in the same household as the student.[30]**

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

- 1. Refer the student to a school-based or community-based attendance improvement program; or**
- 2. File a citation in the office of the appropriate judge against the student or the person in parental relation who resides in the same household as the student.**

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

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

### **Special Needs and Accommodations**

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

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

## **Discipline**

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

Legal

1. 22 PA Code 11.41

2. 24 P.S. 1326

3. 42 Pa. C.S.A. 6302

4. 24 P.S. 1327

5. 24 P.S. 1329

6. 24 P.S. 1330

7. 22 PA Code 11.23

8. 22 PA Code 11.25

9. 22 PA Code 12.1

10. 22 PA Code 11.22

11. 22 PA Code 11.28

12. Pol. 115 - Career and Technical Education

13. Pol. 116 - Tutoring

14. Pol. 117 - Homebound Instruction

15. Pol. 118 - Independent Study

16. 22 PA Code 11.34

17. 22 PA Code 11.32

18. 22 PA Code 11.5

19. 24 P.S. 1327.1

20. 22 PA Code 11.31

21. 22 PA Code 11.31a

22. Pol. 137 - Home Education Programs

23. 22 PA Code 11.21

24. 22 PA Code 11.26

25. 24 P.S. 1546

26. 24 P.S. 510.2

27. 24 P.S. 1332

28. 24 P.S. 1339

29. 24 P.S. 1333

30. 24 P.S. 1333.1

31. 24 P.S. 1333.2

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

33. Pol. 113 - Special Education

34. Pol. 113.3 - Screening and Evaluations for Students With Disabilities

35. Pol. 114 - Gifted Education

22 PA Code 11.24

22 PA Code 11.8





# THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Confidential  
Communications About  
Student Information

ADOPTED:

REVISED:

## 207 (NEW) CONFIDENTIAL COMMUNICATIONS ABOUT STUDENT INFORMATION

### Purpose

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

### Authority

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

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

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

### Delegation of Responsibility

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

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

### Legal References:

1. 22 PA Code 12.12
2. 42 Pa. C.S.A. 5945
3. 42 Pa. C.S.A. 8337

# THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Health  
Examinations/Screenings

ADOPTED:

REVISED:

## HEALTH EXAMINATIONS/SCREENINGS

### Authority

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

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

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

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

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

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

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

Where it appears to school health officials or teachers that a **student** deviates from normal growth and development, or where school examinations reveal conditions requiring health or dental care, the parent/guardian shall be informed; and a recommendation shall be made that the

parent/**guardian** consult a private physician or dentist. The parent/**guardian** shall be required to report to the school the action taken subsequent to such notification. **If the parent/guardian fails to report the action taken, the certified school nurse or school physician shall coordinate a special medical examination for the student.**[\[2\]](#)[\[4\]](#)[\[9\]](#)

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

### **Health Records**

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

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

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

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

### **Delegation of Responsibility**

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

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

### **Legal References:**

1. 24 P.S. 1401
2. 24 P.S. 1402
3. 24 P.S. 1403
4. 22 PA Code 12.41
5. 24 P.S. 1407

6. 28 PA Code 23.1 et seq

7. 24 P.S. 1419

8. 28 PA Code 23.45

9. 24 P.S. 1406

10. 24 P.S. 1405

11. 28 PA Code 23.2

12. 20 U.S.C. 1232h

13. 24 P.S. 1409

14. Pol. 216 - Student Records

15. Pol. 800 - Records Management

16. 24 P.S. 1410

17. 28 PA Code 23.3

**Related Information:**

24 P.S. 1401-1419

22 PA Code 403.1

55 PA Code 3270.131

55 PA Code 3270.132

55 PA Code 3270.241

Philadelphia Code of Ordinances - Title 6, Section 6-209

# THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Controlled  
Substances/Paraphernalia

ADOPTED:

REVISED:

## CONTROLLED SUBSTANCES/PARAPHERNALIA

### Purpose

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

### Definitions

For purposes of this policy, **controlled substances** shall include all:[\[1\]](#)[\[2\]](#)

1. Controlled substances prohibited by federal and state laws.
2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic steroids or other substances intended to enhance physical or athletic performance.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal laws, such as but not limited to herbal incense or other products containing synthetic cannabinoids.
8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to SRC policy.[\[3\]](#)[\[4\]](#)

For purposes of this policy, **under the influence** shall include any consumption or ingestion of controlled substances by a student.

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

### **Authority**

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

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

**In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and SRC policies.** [8][9][10][11][12][13]

### **Off-Campus Activities**

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist: [14]

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities. [15][16]
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

## **Delegation of Responsibility**

The Superintendent or designee shall develop administrative procedures to identify and control substance abuse in the schools which:

1. Establish procedures to deal with students suspected of using, possessing, being under the influence, or distributing controlled substances in school, up to and including expulsion and referral for prosecution.[14][17][18][19][20]
2. Disseminate to students, parents/guardians and staff the SRC policy and administrative procedures governing student abuse of controlled substances.
3. Discourage use of and provide education concerning the dangers of abusing controlled substances.
4. Establish procedures for education and readmission to school of students convicted of offenses involving controlled substances.

**The Superintendent, Office of School Safety, or designee shall immediately report required incidents and may report discretionary incidents involving possession, use or sale of controlled substances on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and SRC policies.**[13][17][18][21][22][23]

**The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use or sale of controlled substances as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.**[13][21][24]

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

## **Guidelines**

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

## **Anabolic Steroids**

The SRC prohibits the use of anabolic steroids by students involved in school-related athletics, except for a valid medical purpose. Body building and muscle enhancement, **increasing muscle**

**bulk or strength, or the enhancement** of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid.[\[25\]](#)

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

**Legal References:**

- [1. 35 P.S. 780-102](#)
- [2. 21 U.S.C. 812](#)
3. Pol. 210 - Use of Medications/Medical Technology
4. Pol. 210.1 - Possession/Use of Emergency Medications
- [5. 24 P.S. 510](#)
- [6. 24 P.S. 511](#)
- [7. 22 PA Code 12.3](#)
- [8. 22 PA Code 10.23](#)
- [9. 20 U.S.C. 1400 et seq](#)
10. Pol. 103.1 - Nondiscrimination-Qualified Students With Disabilities/Protected Handicapped Students
11. Pol. 113.1 - Discipline of Students With Disabilities
12. Pol. 113.2 - Behavior Support
13. Pol. 805.1 - Relations With Law Enforcement Agencies
14. Pol. 218 - Student Conduct and Discipline
15. Pol. 122 - Extracurricular Activities
16. Pol. 123 - Interscholastic Athletics
- [17. 24 P.S. 1302.1-A](#)
- [18. 24 P.S. 1303-A](#)
- [19. 42 Pa. C.S.A. 8337](#)
20. Pol. 233 - Suspension and Expulsion
- [21. 22 PA Code 10.2](#)
- [22. 22 PA Code 10.21](#)
- [23. 22 PA Code 10.22](#)
- [24. 22 PA Code 10.25](#)
- [25. 35 P.S. 807.1](#)
- [26. 35 P.S. 807.2](#)

**Related Information:**

- [24 P.S. 696](#)
- [22 PA Code 403.1](#)
- [35 P.S. 780-101 et seq](#)
- [35 P.S. 807.1 et seq](#)
- [20 U.S.C. 7114](#)
- [20 U.S.C. 7161](#)
- [21 U.S.C. 801 et seq](#)
- [34 CFR Part 300](#)





# THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils  
TITLE: Electronic Devices  
ADOPTED:  
REVISED:

## ELECTRONIC DEVICES

### Purpose

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

### Definition

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

### Authority

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

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

### Approved Use of Electronic Devices

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

The district shall provide filtered Internet access for educational purposes for student use in accordance with the Children's Internet Protection Act and the Acceptable Use Policy. The district is not capable of filtering content for students using non-district network access, such as cellular smart phone networks. Parent/Guardians assume all responsibility for unfiltered access to the Internet via non-district Internet connections.[\[5\]](#)

Use of electronic devices for photography and/or recording may only occur when authorized by the building principal, district administration, or designated professional staff members for the purposes of participation in educational activities.

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

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

#### Unauthorized Use of Electronic Devices

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

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

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

#### Off-Campus Activities

**This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:[4]**

- 1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.**
- 2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.[7][8]**
- 3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.**
- 4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an**

**agreement made in school, that would violate the Code of Student Conduct if conducted in school.**

- 5. The conduct involves the theft or vandalism of school property.**
- 6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.**

### **Delegation of Responsibility**

The Superintendent or designee shall annually notify students, parents/guardians and employees about **this policy and its availability on the district's website.**[\[1\]](#)

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

### **Guidelines**

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

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

### **Legal References:**

1. 24 P.S. 510.2

2. 24 P.S. 510

3. Pol. 113 - Special Education

4. Pol. 218 - Student Conduct and Discipline

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

6. 24 P.S. 1317.1

7. Pol. 122 - Extracurricular Activities

8. Pol. 123 - Interscholastic Athletics

9. Pol. 226 - Searches

10. Pol. 233 - Suspension and Expulsion

### **Related Information:**

Philadelphia Home Rule Charter - 12-300

# THE SCHOOL DISTRICT OF PHILADELPHIA

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