

**SCHOOL REFORM COMMISSION
PUBLIC MEETING
RESOLUTION SUMMARY**

NOVEMBER 16, 2017

I. SCHOOL REFORM COMMISSION

SRC-1

Adoption of Proposed Policies: Policy 103.1 Nondiscrimination Qualified Students; Policy 105: Curriculum Development; Policy 107: Adoption of Planned Instruction; Policy 137 (NEW): Home Education Programs; Policy 137.1 (NEW): Extracurricular Participation by Home Education Students; Policy 255: Educational Stability for Students in Foster Care; Policy 316: Staff Use of Social Media and Electronic Communications; Policy 307: Student Teachers/Interns/Residents; Policy 309: Assignment and Transfer; Policy 406: Charter Amendments; Policy 619: District Audit; Policy 622: GASB Statement; Policy 810.2: Transportation Video

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

Policy 137: (NEW): Home Education Programs

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

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

Policy 103.1: Nondiscrimination Qualified Students

Policy 105: Curriculum Development

Policy 107: Adoption of Planned Instruction

Policy 255: Educational Stability for Students in Foster Care

Policy 307: Student Teachers, Interns and Residents

Policy 309: Assignment and Transfer

Policy 316: Staff Use of Social Media and Electronic Communications

Policy 406: Charter Amendments

Policy 619: District Audit

Policy 622: GASB Statement

Policy 810.2: Transportation Video

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

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

Additionally, policies have been reviewed and recommended by the SRC Policy Committee, pursuant to Resolution SRC-4, approved by the SRC on March 16, 2017. The SRC Policy Committee reviews and

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

makes recommendations to the SRC concerning all matters related to developing, updating, and recommending policies for the School District.

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

SRC-2 (Updated 11.3.17 – FOR REVIEW – NO ACTION TAKEN)

Review of Proposed Policies: Policy 314: (NEW): Pre-employment Physical Examinations; Policy 203.1: HIV Infection and Pupils; Policy 210: Use of Medication/Medication Technology; Policy 235: Student Rights and Responsibilities; Policy 314.1: HIV Infection and Employees; Policy 323:Tobacco; Policy 610: Purchases Subject to Bid/Quotation; Policy 611: Purchases Budgeted; Policy 612: Purchases Not Budgeted; Policy 807: Opening Exercises/Flag Displays

RESOLVED, that the School Reform Commission hereby adopts the following SRC Policy, in the form attached, effective December 14, 2017:

Policy 314: (NEW): Pre-employment Physical Examinations

FURTHER RESOLVED, that the School Reform Commission hereby adopts amendments to the following SRC Policies, in the forms attached, effective December 14, 2017:

Policy 203.1: HIV Infection and Pupils
Policy 210: Use of Medication/Medication Technology
Policy 235: Student Rights and Responsibilities
Policy 314.1: HIV Infection and Employees
Policy 323: Tobacco
Policy 610: Purchases Subject to Bid/Quotation
Policy 611: Purchases Budgeted
Policy 612: Purchases Not Budgeted
Policy 807: Opening Exercises/Flag Displays

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;

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

SRC-3

Recommendation of Dissolution of the School Reform Commission

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

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

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

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

WHEREAS, for the past five years:

1. the salaries of any teachers or other district employees have not remained unpaid for a period of ninety (90) calendar days; all salaries have been paid on time without issue; and
2. the tuition due another school district has not remained unpaid on and after January first of the year following the school year it was due and there is no dispute regarding the validity or amount of the claim; all invoiced tuition due to other school districts are paid as appropriate and justified; and
3. the School District has not defaulted in payment of its bonds or interest on such bonds or in payment of rentals due any authority for a period of ninety (90) calendar days and no action has been initiated within that period of time to make payment; and
4. the School District has not contracted any loan not authorized by law; and
5. the School District has not accumulated and has not operated with a deficit equal to two per centum (2%) or more of the assessed valuation of the taxable real estate within the School District for two successive years; and
6. the School District has adopted and has complied with a valid budget to operate the School District for a minimum instructional school year under Section 1501 of the Public School Code; and
7. the School District has allocated or transferred revenues to ensure that funds are sufficient to provide a minimum instructional school year under Section 1501 of the Public School Code; and
8. the City of the First Class has transferred revenues to the School District consistent with the current budget; and
9. the School District has provided for an educational program in compliance with the provisions of the Public School Code, regulations of the State Board of Education and standards of the Secretary of Education. When the School District is notified of potential or alleged deficiencies, it provides the required corrective action and evidence of correction to the Secretary of Education.

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The School District's provision of compliant programs does not address - and is subject to and without prejudice to - the claims made by petitioners in *William Penn School District, et al v. Pennsylvania Department of Education, et al*, alleging that the General Assembly has failed to fund a thorough and efficient system of public education under the Pennsylvania Constitution; and

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

RESOLVED that:

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

SRC-4 (Added 11.9.17)

Proposed Charter Amendment – Independence Charter School

Consideration of the Proposed Charter Amendment (SRC-4) by the School Reform Commissioner would be considered a quasi-judicial action. Please refer to the Charter Schools Office Amendment Evaluation Report available on the Charter Schools Office website [here](#).

II. EDUCATION SUPPORT SERVICES

Talent

A-1

General/Categorical Funds: Approves Personnel, Terminations

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

A-2

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

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform amendments to the Employer Recordkeeping Agreements, originally entered into with AXA Advisors LLC (Contract No. 128/F15), Lincoln Investment Planning (Contract No. 130/F15), MetLife Resources (Contract No. 202/F15), TIAA (Contract No. 674/F15), and VALIC (671/F15), as plan providers for the School District's 403(b) Plan and the School District's 457(b) Deferred Compensation Plan, pursuant to Resolution A-4, approved by the School Reform Commission on December 18, 2014, by exercising the option for a one-year renewal,

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extending the term of the contract from its original scheduled expiration date of December 31, 2017 through December 31, 2018, at no cost to the School District.

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

ABC Code/Funding Source	N/A
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A-3

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

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute deliver and perform a contract with Bolton Partners for professional consultation and other services concerning the School District's 403(b) and 457(b) plans for an amount not to exceed \$225,090, for the period commencing January 1, 2018 through December 31, 2020 with two additional one-year options to renew through December 31, 2021 and December 31, 2022, respectively.

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

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

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

ABC Code/Funding Source	\$225,000.00
1100-071-9jw0-2836-3311 FY18 (\$65,750.00)	
1100-071-9jw0-2836-3311 FY19 (\$62,422.00)	
1100-071-9jw0-2836-3311 FY20 (\$64,295.00)	
1100-071-9jw0-2836-3311 FY21 (\$32,623.00)	

Operations

A-4

Capital Fund: \$6,304,727 Authorization of Capital Projects Awards

RESOLVED, that the School Reform Commission authroizes The School District of Philadelphia, through the Superintendent or his designees, to execute, deliver and perform contracts separately with Dolan Mechanical, Inc., Herman Goldner Co., Inc., Mulhern Electric Company, Inc. and T.E.

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

Construction Services, LLC, the lowest responsible bidders for the projects identified in the attachment, for an aggregate amount not to exceed \$6,304,727, for the period commencing November 17, 2017 through completion of the projects.

Description:

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

The bids for this project were publicly advertised on 8/4/2017, 8/9/2017, and 8/11/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 9/19/2017. After review of the bids and a de-scoping meeting it was determined that TE Construction Services, LLC was the lowest responsible bidder with a bid of \$4,898,000.00.

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

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

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

The bids for this project were publicly advertised on 8/4/2017, 8/9/2017, and 8/11/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 9/19/2017. After review of the bids and a de-scoping meeting it was determined that Dolan Mechanical, Inc. was the lowest responsible bidder with a bid of \$387,000.00.

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

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

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

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

The bids for this project were publicly advertised on 8/4/2017, 8/9/2017, and 8/11/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 9/19/2017. After review of the bids and a de-scoping meeting it was determined that Herman Goldner Co., Inc. was the lowest responsible bidder with a bid of \$343,000.00.

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

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

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

The bids for this project were publicly advertised on 8/4/2017, 8/9/2017, and 8/11/2017 in several local newspapers and posted on the School District's Capital Programs Website. The award is recommended to the responsive and responsible bidder who met the technical and construction specifications. Bids were publicly opened on 9/19/2017. After review of the bids and a de-scoping meeting it was determined that Mulhern Electric Company, Inc. was the lowest responsible bidder with a bid of \$676,727.00.

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

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

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

A-5

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

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

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

ABC Code/Funding Source	\$70,439.00
Various	

A-6

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

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

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

This project is aligned with the School District's Action Plan strategy by providing an active partnership among the School District, foundations, community organizations, local universities and

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colleges, community groups and others to create educationally and socially vibrant interior and outdoor spaces at schools throughout the School District.

ABC Code/Funding Source	\$75,000.00
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A-7

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

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

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

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

ABC Code/Funding Source	\$75,000.00
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A-8

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

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with W.H.S.,Inc., the lowest responsible bidder, for trailer modernization and relocation at non-public schools, for an amount not to exceed \$198,200, for the period commencing November 17, 2017 until completion of the project.

Description:

Spec: B-025 O
of 2017/18

General Service Contract - Trailer Modernization and Relocation
Various locations throughout the City of Philadelphia for Non-Public Schools
W. H. S., Inc.

Levittown, Pennsylvania 19056

ABC Code: 201X-G10-9610-4541-3291 \$73,200.00

ABC Code: 1989-010-9490-2113-3291 \$125,000.00

Total Aggregate M/WBE Participation: 0.0%

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

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

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

A-9

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

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

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

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

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

A-10

Withdrawn by Staff 11.14.17

A-11

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

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of a contract, originally entered into with J. P. Mascaro & Sons, pursuant to Resolution A-25, approved by the School Reform Commission on June 16, 2016, for waste management, trash removal and recycling services, by increasing the amount of the contract by an additional \$1,075,000, from the \$8,100,000 approved by Resolution A-25, to an amount not to exceed \$9,175,000, subject to funding.

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

On April 19, 2016, the School District issued RFP-487 for waste management services at school facilities across the city. The services from the vendor include providing all work force and equipment deployments, project management, route development, operational integrity, and scheduling regimen for

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district-wide trash removal services and recycling operations. Three vendors submitted proposals. After a thorough evaluation of the responses, the recommendation was to award the contract to J. P. Mascaro & Sons, for an amount not to exceed \$8,100,000, for the period commencing July 1, 2016 through June 30, 2019. The RFP provides for (two) one-year renewal options through June 30, 2021.

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

A-12

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

RESOLVED, that the School Reform Commission hereby ratifies the acceptance with appreciation by The School District of Philadelphia, through the Superintendent, of a grant from Drexel University in an amount not to exceed \$250,000, to provide support for services, professional development and professional staff at Samuel Powel Elementary School, Science Leadership Academy Middle School, Alain Locke Elementary School, Martha Washington Elementary School, and Morton McMichael Elementary School for the implementation and evaluation of Promise of Strong Partnership for Education Reform (ProSPER United States Department of Education Promise Neighborhood grant), for the period commencing October 1, 2017 through June 30, 2018.

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

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

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

ABC Code/Funding Source	\$250,000.00
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Executive

A-13

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

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

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

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

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

A-14

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

RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform a contract with In Class Today, Inc. to provide intervention services leveraging direct mailing and text message communications to parents and guardians regarding student absenteeism, for an amount not to exceed \$192,000 for the period commencing November 17, 2017 through November 17, 2018.

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

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

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

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

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

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

A-15

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

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with DocuSafe Records Management, LLC, to provide off-site records storage and management services, for an amount not to exceed \$925,500, for the period commencing January 1, 2018 through December 31, 2021, with two one-year options to renew through December 31, 2023, for a total amount not to exceed \$1,295,000.

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

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

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

The proposal must include costs for pick-up, retrieval, additions of new records, destruction, inventory

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and management of records according to the School District of Philadelphia, Retention Schedule. The committee was represented by Student Records, the Record Center and input from Procurement.

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

A-16

Withdrawn by Staff

III. EDUCATION SERVICES

Academic – Donations/Acceptances

B-1

Donation: \$200,000 Acceptance of Donation from Goodwill Industries of Southern New Jersey & Philadelphia – Student Pre-Employment Transitional Support Services; Memorandum of Understanding

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the donation of pre-employment transitional support services for School District students with disabilities from Goodwill Industries of Southern New Jersey & Philadelphia, valued at approximately \$200,000 for the period commencing November 17, 2017 through November 17, 2020, and be it,

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

Description: The purpose of this resolution is to accept a donation of services from Goodwill Industries of Southern New Jersey & Philadelphia to provide free pre-employment transition support services to District high school students with special needs. Goodwill Industries of Southern New Jersey & Philadelphia received funding from the Pennsylvania Department of Labor and Industry, Office of Vocational Rehabilitation (OVR) to develop and implement pre-educational transitional support services for students with disabilities at the local school level. Student pre-employment transition services consist of the following supports: career counseling, career planning, job readiness training, navigating the job and college application process, self-advocacy, and continuing education readiness skills. The goal of transitional services is to ensure that students are effective self-advocates, can live independently, find meaningful jobs, and are career and college ready by graduation.

Goodwill Industries of Southern New Jersey & Philadelphia proposes to provide pre-employment

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

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

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

ABC Code/Funding Source	\$200,000.00
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B-2

Donation: \$150,000 Acceptance of Donation St. John's Community Services – Student Pre-Employment Transitional Support Services; Memorandum of Understanding

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation the donation of pre-employment transitional support services for School District students with disabilities from St. John's Community Services, valued at approximately \$150,000, for the period commencing November 17, 2017 through November 17, 2020, and be it,

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

Description: The purpose of this resolution is to accept a donation of services from St. John's Community Services to provide free pre-employment transition support services to District high school students with special needs. St. John's Community Services received funding from the Pennsylvania Department of Labor and Industry, Office of Vocational Rehabilitation (OVR) to develop and implement pre-educational transitional support services for students with disabilities at the local school level. Student pre-employment transition services consist of the following supports: career counseling, career planning, job readiness training, navigating the job and college application process, self-advocacy, work-based learning experience, job placement and support, and continuing education readiness skills. The goals of transitional services is to ensure that students are effective self-advocates, can live independently, find meaningful jobs, and are career and college ready by graduation.

St. John's Community Services proposes to provide pre-employment transitional support services

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

annually for approximately 100 students at the following three School schools: Roberto Clemente Middle School, Strawberry Mansion High School and Community Council Leadership Academy. These three schools were selected based on need and number of enrolled students with disabilities, particularly schools having higher numbers of students with autism, emotional and intellectual disabilities.

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

ABC Code/Funding Source	\$150,000.00
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B-3

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

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

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

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

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

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

ABC Code/Funding Source	\$149,154.00
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Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Friday, November 10, 2017. Please reference the Resolution Number and include your name and email address.

B-4

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

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

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

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

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

ABC Code/Funding Source	\$160,000.00
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B-5

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

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

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

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

U.S. Department of Education (DOE). The project, titled Transforming School L.I.F.E. (Leadership, Instruction, and Family Engagement) for English Learners, aims to improve the school experiences, retention and academic achievement of English Learners (ELs) enrolled in middle and secondary grades in District schools.

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

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

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

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

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

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

ABC Code/Funding Source	\$2,700,000.00
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Academic – Contracts/Payments

B-6

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

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

Description: This award establishes a source for nutrition and wellness educational and promotional materials and supplies, such as posters, bulletin boards, signage, banners, and incentives like pens, magnets, stickers, etc., that support District Wellness Policy and Eat.Right.Now. programming messages. The Eat.Right.Now. (ERN) Program, federally funded through the USDA's Supplemental Nutrition and

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

Assistance Program Education (SNAP-Ed), provides nutrition education, training/technical assistance to schools, and resources that support the overall wellness and health of District students so they are better learners. Through this federal grant funding, the ERN program will focus their efforts on supporting environmental changes in classrooms, cafeterias, and the overall school building that support student wellness which can directly affect academic achievement. Children and their families are typically bombarded with media messages promoting unhealthy behaviors, so materials purchased through this contract will be used to establish healthy messaging that support healthy behaviors. Healthy children make better learners and achieve better academically. The materials and supplies from Learning ZoneXpress will be distributed and posted equitably in District schools to support the District's Wellness Policy and promote healthy eating and general healthy behavior practices that support health, wellness, and the Whole Child. A competitive bid process was not used based on the determination that Learning ZoneXpress is a sole source distributor of the needed supports. Many of the materials and supplies from Learning ZoneXpress are proprietary items.

ABC Code/Funding Source 267X-G30-9BP0-2390-6111	\$100,000.00
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B-7

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

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

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

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

ABC Code/Funding Source	\$21,429.00
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Questions/Comments are due at SRC@philasd.org no later than 4:30 p.m. on Friday, November 10, 2017. Please reference the Resolution Number and include your name and email address.

1100-004-5080-1103-3291 Operating

B-8

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

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

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

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

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

Agriculture Programs: * Pork Quality Assurance, * Artificial Insemination

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

Cosmetology Programs: * PA Cosmetology License

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

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

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

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

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

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

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

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

B-9

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

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

Description: The purpose of this resolution is to authorize the payment of invoices to various hotels and conference centers to allow for student participation in Career and Technical Student Organization (CTSO) conferences and competitions. Student participation is mandated by Chapter 339 (Vocational Education Standards) of the Pennsylvania School Code as an integral part of a Pennsylvania Department of Education (PDE)-approved Career and Technical Education (CTE) program. CTSOs are co-curricular, not extra-curricular, as they allow CTE students to apply the technical skills they have acquired to real-world simulated competitions with their peers from across the region, state, and nation. CTSOs are intended to provide career awareness, leadership, motivation, and recognition for career related skills, and serve as an extension of the classroom instructional program by integrating academics and career and technical skills into real work experiences. CTSO activities, such as regional contests, state conventions, and national competitions, provide the foundation needed for students to achieve in the classroom while also teaching students valuable employability and leadership skills. Students also learn the importance of meeting and engaging in activities with a diverse group and the appropriate social behaviors necessary to succeed. All of these factors contribute to the goal of total student development, which is necessary for all CTE students to assume successful roles in society and to enter the labor market.

The District currently has chapters affiliated with the following seven (7) PDE-approved CTSOs: Distributive Education Clubs of America, An Association of Marketing Students (DECA), Future Business Leaders of America (FBLA), Health Occupations Students of America (HOSA), National Future

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

Farmers of America (FFA), Skills USA, Technology Student Association (TSA) and US For Inspiration and Recognition of Science and Technology (FIRST) Robotics. CTSO chapters are currently active in the following twenty-eight (28) high schools: Bartram, Dobbins, Edison, Franklin Learning Center, Kensington Health Science, King, Lincoln, Mastbaum, Northeast, Overbrook, Randolph, Roxborough, Saul, South Philadelphia, Swenson, The Workshop School, Washington and West Philadelphia. Also included are Ben Franklin, CAPA, Carver, Frankford, Furness, Kensington Business, Kensington CAPA, Robeson, and Science and Leadership Academy.

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

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

ABC Code/Funding Source 1200-006-9240-1393-5831 Operating	\$122,171.00
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B-10

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

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with St. Christopher's Hospital for Children to pay student wages and provide payroll management and support for the work-based learning program for Health Tech school-to-work students at Kensington Health Sciences Academy, for an amount not to exceed \$107,720.00, for the period commencing November 17, 2017 through June 30, 2018.

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

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

- * Paid work-based learning experience for students in grades 11 and 12

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

- * Shadowing opportunities for students in grade 10
- * Health tech career awareness activities for students in grades 7, 8 and 9

Work-Based Learning Experience

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

Health Tech Shadowing

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

Health Tech Career Awareness

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

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

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

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

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

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

IV. INTERMEDIATE UNIT

None Submitted

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

RESOLUTION

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

Policy 137: (NEW): Home Education Programs

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

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

Policy 103.1: Nondiscrimination Qualified Students

Policy 105: Curriculum Development

Policy 107: Adoption of Planned Instruction

Policy 255: Educational Stability for Students in Foster Care

Policy 307: Student Teachers, Interns and Residents

Policy 309: Assignment and Transfer

Policy 316: Staff Use of Social Media and Electronic Communications

Policy 406: Charter Amendments

Policy 619: District Audit

Policy 622: GASB Statement

Policy 810.2: Transportation Video

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

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

Additionally, policies have been reviewed and recommended by the SRC Policy Committee, pursuant to Resolution SRC-4, approved by the SRC on March 16, 2017. The SRC Policy Committee reviews and 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.

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 100 Programs

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

ADOPTED: August 24, 2011

REVISED:

103.1 NONDISCRIMINATION – QUALIFIED STUDENTS WITH DISABILITIES/PROTECTED HANDICAPPED STUDENTS

Authority

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

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

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

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

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

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

Definitions

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

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

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

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

Delegation of Responsibility

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

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

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

Guidelines

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

Regulatory Procedure

Identification and Evaluation

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

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

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

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

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

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

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

Service Agreement

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

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

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

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

Educational Programs/Nonacademic Services/Extracurricular Activities

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

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

Discipline

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

Parental Involvement

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

Confidentiality of Student Records

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

Referral to Law Enforcement and Reporting Requirements

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

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

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

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

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

Procedural Safeguards

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

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

Parental Request For Assistance—

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

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

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

Informal Conference—

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

Formal Due Process Hearing—

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

Judicial Appeals—

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

Regulatory Procedure

Complaint Procedure

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

Step 1—Reporting

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

~~member of the school staff, including teachers, guidance counselors, nurses, coaches and administrators.~~

~~A school employee who witnesses, suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the Section 504/Chapter 15 case manager or designee.~~

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

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

Step 2 – Investigation

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

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

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

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

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

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

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

Step 3—Investigative Report

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

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

Step 4—District Action

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

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

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

Appeal Procedure

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

Legal References:

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

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

Related Information:

28 CFR Part 35

34 CFR Part 99

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

Philadelphia Commission on Human Relations Guidance

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

Parental Request For Assistance –

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

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

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

Informal Conference –

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

Formal Due Process Hearing –

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

Judicial Appeals –

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

Complaint/Grievance Procedure

Complaint Procedure

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

Step 1 – Reporting

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

A school employee who witnesses, suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the Section 504/Chapter 15 case manager or designee.

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

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

Step 2 – Investigation

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

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

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

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

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

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

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

Step 3 – Investigative Report

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

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

Step 4 – District Action

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

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

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

Appeal Procedure

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

Legal References:

- [1. 22 PA Code 15.8](#)
- [2. 22 PA Code 14.162](#)
- [3. Pol. 103](#)
- [4. 20 U.S.C. 1232g](#)

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 100 Programs

TITLE: Curriculum
Development

ADOPTED: April 27, 1981

REVISED: December 17,
1990

105 CURRICULUM DEVELOPMENT

Purpose

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

Definition

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

Authority

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

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

Mandatory Regulatory Procedure

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

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

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

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

Delegation of Responsibility

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

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

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

Legal References:

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

Related Information:

- [24 P.S. 696](#)
- [22 PA Code 4.21](#)
- [22 PA Code 4.22](#)
- [22 PA Code 4.23](#)
- [22 PA Code 4.25](#)
- [22 PA Code 4.26](#)
- [22 PA Code 4.27](#)
- [22 PA Code 4.29](#)
- [22 PA Code 4.82](#)

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 107

SECTION:100 Programs

TITLE: Adoption of Planned
Instruction

ADOPTED:

REVISED: January 19, 2017

107 ADOPTION OF PLANNED INSTRUCTION

Purpose

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

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

Delegation of Responsibility

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

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

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

Mandatory Regulatory Procedures

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

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

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

Legal References:

1. [22 PA Code 4.12](#)
2. Pol. 105

Related Information:

- [22 PA Code 4.3](#)
- [22 PA Code 4.11](#)

No. 137 (NEW)

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 100 Programs

TITLE: Home Education
Programs

ADOPTED:

REVISED:

137 (NEW) HOME EDUCATION PROGRAMS

Authority

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

Definitions

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

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

Delegation of Responsibility

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

Legal References:

[1. 24 P.S. 1327](#)

[2. 24 P.S. 1327.1](#)

[3. 22 PA Code 11.31a](#)

Related Information:

[24 P.S. 111](#)

[22 PA Code 11.33](#)

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

Eligibility/Affidavits

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

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

Program

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

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

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

Requirements Of Supervisor

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

Evaluation Requirements

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

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

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

Right Of Hearing

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

Loan Of Instructional Materials

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

Graduation Requirements

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

Re-Enrollment In District Schools

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

Students With A Disability

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

Legal References:

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

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

**THE SCHOOL DISTRICT
OF PHILADELPHIA**

No. 137.1 (NEW)

SECTION: 100 Programs

TITLE: Extracurricular
Participation By Home
Education Students

ADOPTED:

REVISED:

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

Authority

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

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

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

Mandatory Regulatory Procedures

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

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

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

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

Delegation of Responsibility

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

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

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

Legal References:

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

Related Information:

- 24 P.S. 511**

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** ~~eonsistent~~ with state law and applicable collective bargaining agreements.[\[5\]](#)

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

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

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

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

-Guidelines

Head Start Program Staff

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

Legal References:

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

Related Information:

24 P.S. 510

24 P.S. 696

Philadelphia Home Rule Charter - 12-308

22 PA Code 8.1 et seq

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

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Educational Stability
for Children in Foster Care

ADOPTED:

REVISED:

255 (NEW) EDUCATIONAL STABILITY FOR CHILDREN IN FOSTER CARE

Authority

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

Definitions

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

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

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

Delegation of Responsibility

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

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

1. Local children and youth agency to:

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

Training

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

Mandatory Regulatory Procedure

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

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

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

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

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

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

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

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

Education Records

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

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

Transportation

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

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

The transportation plan shall address the following:[\[2\]](#)

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

2. How transportation costs will be covered if additional costs are incurred. Options include:[\[2\]](#)
 - a. The local children and youth agency agrees to reimburse the district;
 - b. The district agrees to pay for the cost;
 - c. The district and the local children and youth agency agree to share the costs; or
 - d. The district of origin, the district of current residence, and the placing children and youth agency agree to share the costs.
 3. Dispute resolution procedures to ensure that any disagreements regarding the cost of transportation are resolved promptly and fairly, and do not impact a student's ability to remain in the school of origin during the dispute resolution process.[\[12\]](#)

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

Transportation shall be provided to children in foster care in accordance with the local transportation plan regardless of whether transportation is provided to district students.[\[1\]](#)[\[2\]](#)

Legal References:

- 1. 20 U.S.C. 6311**
- 2. 20 U.S.C. 6312**
- 3. 42 U.S.C. 675**
- 4. 45 CFR 1355.20**
- 5. Pol. 200 - Enrollment of Students**
- 6. Pol. 206 - Assignment Within District**
- 7. Pol. 202 - Eligibility of Nonresident Students**
- 8. 20 U.S.C. 1232g**
- 9. Pol. 113.4 - Confidentiality of Special Education Student Information**
- 10. Pol. 216 - Student Records**
- 11. Pol. 810 - Transportation**
- 12. 34 CFR 299.13**

Related Information:

- 34 CFR Part 99**

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 600 Finances

TITLE: District Audit

ADOPTED: April 27, 1981

REVISED:

619 DISTRICT AUDITS

Purpose

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

Authority

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

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

Special audits by special interest groups shall not be permitted.

Delegation of Responsibility

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

Legal References:

1. 24 P.S. 2401

2. 24 P.S. 696

3. 65 P.S. 67.701

4. Pol. 801 - Public Records

5. Philadelphia Home Rule Charter - 12-210

6. 24 P.S. 218

Related Information:

24 P.S. 437

24 P.S. 504

24 P.S. 511

24 P.S. 693

24 P.S. 1337

24 P.S. 2408

65 P.S. 67.101 et seq

Philadelphia Home Rule Charter - 12-300

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 600 Finances
TITLE: GASB Statement 34
ADOPTED:
REVISED:

622 (NEW) GASB STATEMENT 34

Purpose

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

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

Authority

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

Delegation of Responsibility

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

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

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

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

Legal References:

1. 24 P.S. 218

2. 24 P.S. 613

Governmental Accounting Standards Board, Statement No. 34

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 800 Operations

TITLE: Transportation -
Video/Audio Recording

ADOPTED:

REVISED:

810.2 (NEW) TRANSPORTATION - VIDEO/AUDIO RECORDING

Purpose

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

Definitions

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

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

Authority

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

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

Delegation of Responsibility

The SRC directs the Superintendent or designee to ensure that:

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

Mandatory Regulatory Procedures:

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

Legal References:

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

Related Information:

[24 P.S. 510](#)

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

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 406

SECTION: 400 Charter Schools

TITLE: Charter **Amendments**

ADOPTED: April 24, 2014

REVISED:

406. CHARTER AMENDMENTS

Purpose

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

Consistent with the School Reform Commission’s (“SRC’s”)¹ commitment to acting as a top-quality authorizer of high-performing charter schools, this policy will ensure that the charter school **amendment** process and decisions will be transparent, merit-based, comprehensive, and equitable.

Authority

The SRC recognizes that opportunities for charter schools to grow and improve may occur outside of the renewal process. As a result, **the SRC** may accept applications for material **amendments** of the charter agreement. **This policy as revised will apply to all charter amendment requests for implementation in the 2018-2019 school year and beyond.**

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

Charter Amendments Requiring SRC Approval

Material **charter amendments** are changes to the charter agreement that fundamentally affect a **charter** school's mission, governance, organizational structure, education program, or the **Charter School Office's** ("CSO's") ability to effectively monitor charter school operations and quality. For the purposes of this policy, material **charter amendments** include:

- 1. Enrollment expansion;**
- 2. Change to grade levels served;**
- 3. Significant change to mission, program or educational plan;**
- 4. Name change;**
- 5. Change in building location or addition of new facility;**
- 6. Change in charter management organization (any Educational Management Organization ("EMO") or Charter Management Organization ("CMO") providing or planning to provide substantially all of the school's educational services)**

The charter may not be amended in any of the instances outlined above except as authorized by SRC resolution. Such authorized or approved amendments will not become effective until a written amendment to the charter has been duly executed by **The School District of Philadelphia ("School District") and the charter school**. The CSO may issue procedures describing the application requirements and evaluation process to be followed in reviewing each type of Material **Charter Amendment Application** consistent with this policy.

Timeframes and Eligibility for Submission of Charter Amendments

Generally, charter amendments not deemed material as set forth in this policy do not require a formal submission. Charter schools may submit any charter amendment request to the CSO for a classification determination as material or non-material however. Further, a charter school must submit any non-material charter amendments to the CSO based on submission requirements stated in the charter school's current charter (e.g. change in board roster, change in school leader, etc.). Charter amendments shall be submitted in accordance with the requirements as set forth in Table 1 below based on classification.

No material amendment may be submitted for immediate effectiveness or to be effective in the same school year as submission with the exception of a change in facility/location or change in charter management organization that is necessary for the continued, uninterrupted operation of the charter school due to circumstances beyond the charter school's control.

The acceptable frequency, timeframe and eligibility requirements for application submission of a material charter amendment are detailed in Table 1. A "Material Charter

Amendment" shall mean, collectively, a "material-selected charter amendment" and a "material charter amendment" as detailed in Table 1.

Table 1.

	Non-Material	Material – Selected	Material
Frequency	No limit	One per type per charter term; exception for those amendment types below that are submitted due to business need, these may be submitted one per type per effective year	One per type per renewal
Timeframe	Rolling, per time frames established in the charter	Submission of request with identified documents by January 15 of the school year prior to effective date	Submission of request only with renewal application in the last year of the current charter term
Amendment Types	Any not specified in Policy 406 as "Material"	<ol style="list-style-type: none"> 1. Change in building location or addition of a new facility 2. Name change 3. Significant change to mission, program or educational plan 4. Enrollment expansion 5. Change in charter management organization 	<ol style="list-style-type: none"> 1. Change in building location or addition of a new facility 2. Change to grade levels served 3. Name change 4. Significant change to mission, program or educational plan 5. Enrollment expansion 6. Change in charter management organization
Eligibility Requirements	n/a	<ol style="list-style-type: none"> 1. Due to business need²/unavailability of current facility 2. Due to business need or legal requirement 3. None 4. Up to 10% of current maximum authorized enrollment or 100 seats, whichever is less (qualified applicants only) 	<ol style="list-style-type: none"> 1. For reasons beyond business need/unavailability of current facility 2. None 3. For reasons beyond business need or legal requirement (e.g. rebranding) 4. None 5. Greater than 10% of the current maximum authorized enrollment or 100 seats (qualified applicants only)

² Business need is defined as necessary for the continued, uninterrupted and/or legally compliant operation of the charter school.

		5. Due to business need	6. None
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Charter School Eligibility Criteria for Enrollment Expansions

In addition to the frequency, timeline and eligibility requirements for Material – Selected charter amendments set forth in Table 1 above, charter schools seeking charter amendment requests for Enrollment Expansion must meet the additional following criteria to be eligible for submission:

- 1. Academic proficiency at or above the School District average in English Language Arts (“ELA”) and Literature in the most recent school year; and**
- 2. Academic proficiency at or above the School District average in math and Algebra I in the most recent school year; and**
- 3. Academic growth for the lowest performing group of students as measured by AGI (currently Lowest 20%) at the evidence of growth level of AGI ≥ 0 or above for the most recent school year in ELA and Literature; and**
- 4. Academic growth for the lowest performing group of students as measured by AGI (currently Lowest 20%) at the evidence of growth level of AGI ≥ 0 or above for the most recent school year in math and Algebra I; and**
- 5. Attendance rate of students attending 95% or more days of school in the top quartile (75th percentile or above) for similar school types.**

Evaluation Criteria for Charter Amendments

Non-material charter amendments do not require an evaluation by the CSO. However, submission of required information to the CSO in accordance with the requirements of the charter may also constitute a non-material charter amendment because the charter application is incorporated into the charter. As such, the criteria for evaluation of any non-material amendment that is also a required submission in accordance with the charter is (i) timeliness of submission in accordance with the timeframe specified in the charter; and (ii) completeness of the submission in accordance with the requirement specified in the charter.

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

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

Change in Building Location or Addition of a New Facility

All of the evaluation criteria identified as above for material charter amendments in addition to the following, but not limited to:

- 1. Evidence of the charter school's previous performance and demonstration of ability to sustain or improve performance consistent with the expectations of the charter school performance framework in all domains;**
- 2. Clear and compelling rationale for change in facility or new facility;**
- 3. Mitigation of expected impacts on students, families, and staff resulting from facility change (including any transportation and accessibility impacts);**
- 4. Financial impact on the charter school, including evidence of appropriate and sufficient budgeted expenditures for year one, and comparison to expenditures for current facility;**
- 5. Clear and complete information regarding any necessary zoning changes, permits or certifications for the proposed facility;**
- 6. Estimated timeline for project completion and for move are consistent with academic calendar; evidence of a suitable alternative for construction or renovation delays; and**
- 7. Strong evidence of community engagement regarding new facility, including any formal surveys or evaluations or recommendations from the school advisory council ("SAC").**

Name Change

All of the evaluation criteria identified as above for material charter amendments in addition to the following, but not limited to:

- 1. Clear and compelling rationale for name change;**
- 2. Mitigation of expected impacts on students, families, and staff resulting from name change (including uniforms);**
- 3. Clear and actionable plans to change, remove, or cover evidence of the current charter school name in or on the charter school building;**
- 4. Financial impact on the charter school to effectuate the name change; and**
- 5. Strong evidence of community engagement regarding new name, including any formal surveys.**

Significant Change to Mission, Program or Educational Plan

All of the evaluation criteria identified as above for material charter amendments in addition to the following, but not limited to:

1. Evidence of the charter school's previous performance and demonstration of ability to sustain or improve performance consistent with the expectations of the charter school performance framework in all domains;
2. Clear and compelling rationale for change;
3. Mitigation of expected impacts on students, families, and staff resulting from change;
4. Financial impact on charter school as a result of the change;
5. Strong evidence of community engagement regarding change, including any formal surveys or evaluations or recommendations from the SAC;
6. Compliance of the proposed change with all Applicable Laws; and
7. Evidence of research basis for the change.

Change in Charter Management Organization

All of the evaluation criteria identified as above for material charter amendments in addition to the following, but not limited to:

1. Evidence of the charter school's previous performance and demonstration of ability to sustain or improve performance consistent with the expectations of the charter school performance framework in all domains;
2. Clear and compelling rationale for change;
3. Mitigation of expected impacts on students, families, and staff resulting from change (including uniforms, code of conduct, employee benefits, etc.);
4. Financial impact on the charter school as a result of the change;
5. Review of proposed CMO contract;
6. Strong evidence of community engagement regarding new facility, if any, including any formal surveys or evaluations or recommendations from the SAC; and
7. Clear and detailed explanation of how change will allow charter school to meet the terms of its charter and applicable laws while ensuring performance is consistent with the charter school's goals and expectations of the charter performance framework.

Enrollment Expansion or Change in Grade Levels Served

All of the evaluation criteria identified as above for material charter amendments in addition to the following, but not limited to:

1. Strong evidence of the charter school's previous performance and demonstration of ability to sustain this performance to meet the best practice and equity expectations of the charter school performance framework in all domains;
2. Clear and compelling research-based rationale for change to grade levels served;
3. Mitigation of expected impacts on students, families, and staff resulting from proposed change;
4. Financial impact on the charter school, including evidence of appropriate and sufficient budgeted expenditures for year one **of the proposed amendment** through the year the charter school reaches full scale;

- 5. Demonstration of planned capacity increases at the charter school leadership or CMO level; evidence of responsive staffing plan;**
- 6. Detailed description of proposed academic plan, including rationale for curriculum and plan for serving all learners, aligned with charter school's mission and Applicable Laws;**
- 7. Compliant and sustainable plan for student recruitment including any proposed lottery preferences;**
- 8. Evidence of an enrollment plan that is consistent and sustainable with any variations by grade level clearly explained;**
- 9. Evidence of sufficient facility space to accommodate new grades or students;**
- 10. Strong evidence of community engagement regarding new grade levels and any enrollment expansions, including any formal surveys or evaluations or recommendations from the SAC;**
- 11. Fiscal impact on the School District as a result of the requested charter amendment request;**
- 12. Enrollment impact on impacted public schools as a result of the requested charter amendment request; and**
- 13. Consideration of applicable criteria as specified for new charter applications in the CSL.**

Material Charter Amendment Application Process

The CSO may issue guidelines describing the application requirements and evaluation process to be followed in reviewing each type of Material Charter Amendment Application consistent with this policy. The CSO shall review Material Charter Amendment Applications and consider all necessary and appropriate factors relevant to the evaluation of the proposed change, including the impact of the request in the Material Charter Amendment Application on the charter school's ability to operate in an educationally and legally sound manner.

There are four identified phases of activity related to a Material Charter Amendment Application.

Phase 1 – Request

The charter school develops its charter amendment application and presents the application along with the required documentation to the CSO for review. The timeline for submission is stated in Table 1 above.

Phase 2 – Submission

The CSO performs an initial review of the application to determine completeness and the CSO may request clarifications. If submitted in accordance with the timeline in Table 1, the CSO will conduct this initial review within 30 calendar days after receiving an application.

Phase 3 – Completion

The CSO identifies the submission of the application as complete and conducts an evaluation. The CSO notifies the SRC of the application at this stage. If application is submitted in accordance with the timeline in Table 1, the CSO will complete the full evaluation prior to the end of the school year in which the application was submitted.

Phase 4 – Acceptance

If the SRC intends to take action on a charter amendment application at a public meeting of the SRC, the CSO will notify the charter school, finalize the evaluation report and publicly post an evaluation report prior to the SRC action at a public meeting. Acceptance is at the discretion of the SRC.

Prior to **the SRC** acting on a Material Charter Amendment Application, the CSO, **shall** prepare a written **evaluation report summarizing the evaluation of the criteria for evaluation as specified in this policy by type of material charter amendment**. The **evaluation report shall be posted publicly prior to SRC consideration of the Material Charter Amendment Application at a public meeting**.

The CSO shall make a recommendation to the SRC on whether to grant or deny a Material Charter Amendment Application. The SRC may **consider** a Material Charter Amendment Application at a public meeting.

Legal References

24 P.S. §§ 17-1701-A et seq.

SRC-2

November 16, 2017

(*FOR REVIEW – NO ACTION TAKEN*)

RESOLUTION

RESOLVED, that the School Reform Commission hereby adopts the following SRC Policy, in the form attached, effective December 14, 2017:

Policy 314: (NEW): Pre-employment Physical Examinations

FURTHER RESOLVED, that the School Reform Commission hereby adopts amendments to the following SRC Policies, in the forms attached, effective December 14, 2017:

Policy 203.1: HIV Infection and Pupils
Policy 210: Use of Medication/Medication Technology
Policy 235: Student Rights and Responsibilities
Policy 314.1: HIV Infection and Employees
Policy 323: Tobacco
Policy 610: Purchases Subject to Bid/Quotation
Policy 611: Purchases Budgeted
Policy 612: Purchases Not Budgeted
Policy 807: Opening Exercises/Flag Displays

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.

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 203.1

SECTION: 200 Pupils

TITLE: HIV Infection

ADOPTED: November 18,
1985

REVISED: December 17,
1990

203.1 HIV INFECTION & STUDENTS

Purpose

The School Reform Commission (SRC) is committed to providing a safe, healthy environment for its students and employees. The purpose of this policy shall be to safeguard the health and well-being of students while protecting the rights of the individual. In fulfillment of that commitment, the SRC has and shall continue to seek guidance from appropriate medical, educational, legal and government authorities.

This policy is based on current evidence that HIV infection is not normally transmissible by infected individuals within the school setting.

Definitions

HIV Infection/Diagnosis - refers to the ~~condition~~ disease caused by the HIV or human immunodeficiency virus. HIV is the virus that causes Acquired Immune Deficiency Syndrome (AIDS).

HIV Status-refers to a positive, negative or undetectable result in a lab test to detect HIV presence in the body.

HIV positive students - refers to **individuals** medically diagnosed as having HIV Infection.

Health condition-the noted level of wellness in a person as it relates to their physical state and ability to participate in their routine and expected daily activities.

Bodily fluid--a fluid or fluid secretion (such as blood, lymph, saliva, semen, rectal fluid, drainage from cuts, vomitus, respiratory secretions or urine) of the body.

Authority

This policy shall apply to all students in all programs conducted by the school district. **Other provisions specific to HIV positive staff shall also be addressed in accordance with SRC Policy 314.1 HIV Infection.[12]**

The SRC directs that the established SRC policies and administrative procedures governing attendance and school rules relative to illnesses and other diseases among students shall also apply to HIV positive students.[1][2]

The SRC shall not require routine HIV screening tests in the school setting, nor will such tests be a condition for school attendance, or **to participate** in any school district-sponsored programs.

Delegation of Responsibility

The Superintendent or designee shall be responsible for developing and releasing all **procedures** concerning HIV Infection and HIV positive students.

All district employees shall strive to maintain a respectful school climate and to prohibit physical or verbal harassment of any individual or group, including HIV positive (or perceived to be positive) students. **The school district is committed to a policy of nondiscrimination based on actual or perceived HIV status.[3][4]**

Building principals shall notify students, parents/guardians and employees about current SRC policies concerning HIV Infection and shall provide reasonable opportunities to discuss the policy and related concerns.

Mandatory Regulatory Procedures

Attendance

HIV positive students have the same right to attend school and receive services as other students and shall be subject to the same policies and administrative procedures. HIV status shall not factor into decisions concerning educational programs, privileges or participation in any school-sponsored activity.[3][5][\[6\]](#)

An infected student may be excused from school attendance if the parent/guardian seeks such excusal based on the advice of medical or psychological experts treating the student.

An infected student's placement shall be reassessed if there is a change in the student's need for accommodations or services.

Confidentiality

When any staff member becomes aware, by any means, that a student is or is rumored to be HIV positive, no discussions shall take place and no other person shall be contacted.

Every employee must treat as highly confidential any knowledge or speculation concerning the HIV status of a student. Violation of medical privacy shall be cause for disciplinary action, criminal prosecution, and/or personal liability for a civil suit.[7]

~~No information regarding a person's HIV diagnosis or status will be divulged to any individual or organization without a court order or the informed, written, signed and dated consent of the person who is HIV positive (or parent/guardian of a minor).~~

~~Staff members shall not make inquiries regarding the HIV diagnosis or status or AIDS diagnosis of any student.~~

~~Any hard copy health records, notes or other documents that reference a person's HIV diagnosis or status will be kept under lock and key. Information regarding HIV diagnosis or status will not be added to a student's permanent educational or health record without written consent from parent/guardian.~~[\[8\]](#)[\[9\]](#)

~~When the student's diagnosis or status has been noted in the district's student information system, further documentation regarding the student's HIV diagnosis and status will not be added to the student's electronic record.~~

Infection Control

All employees shall be required to consistently follow infection control/universal precautions in all settings and at all times, including playgrounds and school buses. Employees shall notify the school nurse of all incidents of exposure to bodily fluids **that presents a reasonable risk of transmitting an infection.**

The school district shall maintain reasonably accessible equipment and supplies necessary for infection control.

Designated district employees may receive additional, specialized training appropriate to their positions and responsibilities.

Staff Development

The district shall provide opportunities for employees to participate in inservice education on HIV infection.

Designated district employees may receive additional, specialized training appropriate to their positions and responsibilities.

Prevention Education

The goals of HIV infection prevention education shall be to promote healthy living and discourage the behaviors that put people at risk of acquiring HIV Infection. Prevention education shall be taught for primary, intermediate, middle school and high school students. Educational materials and instruction shall be determined by the local school district and be appropriate to the age group being taught. The school district may omit instruction in the elementary grades on transmission of disease through sexual activity.[\[10\]](#)

Prior to HIV Infection instruction in the schools, the district shall publicize that curriculum outlines and materials used in the instruction shall be available for review.[\[10\]](#)[\[11\]](#)

A student shall be excused from HIV Infection education when the instruction conflicts with the religious beliefs or principles of the student or parents/guardians, upon the written request of the parents/guardians.[\[10\]](#)[\[11\]](#)

Legal References:

1. Pol. 203
2. Pol. 204
3. Pol. 103
4. Pol. 248
5. Pol. 103.1
- [6. 24 P.S. 1327](#)
7. Pol. 317
- [8. 24 P.S. 1409](#)
9. Pol. 216
- [10. 22 PA Code 4.29](#)
- [11. 22 PA Code 4.4](#)
12. Pol. 314.1

Related Information:

- [24 P.S. 1301](#)
[24 P.S. 1329](#)
[24 P.S. 1330](#)
[22 PA Code 11.25](#)
[55 PA Code 3270.138](#)
[35 P.S. 7601 et seq](#)
Pol. 105.1
Pol. 105.2
Pol. 117
Pol. 122
Pol. 123

Administrative Procedures for HIV Infection & Students Policy
(Attachment for Policy 203.1)

The presence of a person living with HIV infection or diagnosed with AIDS poses no significant risk to others in schools, or other publicly attended facilities. However, this administrative procedure is intended to protect the health and safety of all students and employees who are diagnosed as having HIV/AIDS; to protect the confidentiality of all students and employees who are diagnosed as having HIV/AIDS and to inform staff of steps to be taken when staff become aware of or suspect a student or employee has HIV/AIDS.

Confidentiality

1. When any staff member becomes aware, by any means, that a student or employee is or is rumored to be HIV/AIDS positive, No discussions are to take place and no other person is to be contacted.
2. Every employee must treat as highly confidential any knowledge or speculation concerning the HIV status of a student or other staff member. Violation of medical privacy is cause for disciplinary action, criminal prosecution, and/or personal liability for a civil suit.
3. Staff members shall not make inquiries regarding the HIV **diagnosis or** status or AIDS diagnosis of any student.
4. No information regarding a person's HIV status will be divulged to any individual or organization without a court order or the informed, written, signed and dated consent of the person with HIV/AIDS (or the parent/guardian of a legal minor).
5. Any hard copy health records, notes or other documents that reference a person's HIV status will be kept under lock and key. Information regarding HIV status will not be added to a student's permanent educational or health record without written consent from parent/guardian.
6. When the student's diagnosis or status has been noted in the district's student information system, further documentation regarding the student's HIV diagnosis and status will not be added to the student's electronic record.

Infection Control

1. The term bodily fluids includes: blood, semen, drainage from scrapes and cuts, rectal fluid, urine, vomitus, and respiratory secretions (nasal discharge). Bodily fluids posing the highest risk for transmission of HIV are blood and any body-fluid visibly contaminated with blood, seminal, vaginal and rectal fluids, amniotic fluid and breast milk.
2. All employees shall be required to consistently follow infection control and universal precautions in all settings and at all times, including playgrounds and school buses.

3. Employees shall notify the school nurse of all incidents of exposure to bodily fluids that presents a reasonable risk of transmitting an infection.
4. The school district shall maintain reasonably accessible equipment and supplies necessary for infection control.
5. In the event of an outbreak of a communicable disease, all persons known to be immunosuppressed for any reason are to be excluded from school based on the recommendations of the Philadelphia Department of Public Health and to be referred to their health care provider.

Prevention Education

1. Prevention education shall be taught for primary, intermediate, middle school and high school students. Educational materials and instruction shall be determined by the local school district and be appropriate to the age group being taught. The school district may omit instruction in the elementary grades on transmission of disease through sexual activity.
2. The program of instruction must include information about the nature of the diseases, treatments and cures, methods of transmission and how infection can be prevented.
3. Programs discussing transmission through sexual activity must stress that abstinence from sexual activity is the only completely reliable means of preventing sexual transmission.
4. Programs must stress that avoidance of illegal drug use is the only completely reliable means of preventing transmission of disease through shared drug paraphernalia.
5. A school entity shall excuse a pupil from HIV/AIDS instruction when the instruction conflicts with the religious beliefs or principles of the pupil or parent or guardian of the pupil and when excusal is requested in writing.
6. Prior to HIV infection instruction in the schools, the district shall publicize that curriculum outlines and material used in the instruction shall be available for review.

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Use of Medication/
Medical Technology

ADOPTED: August 24, 2011

REVISED: October 13, 2016

210 USE OF MEDICATION/ MEDICAL TECHNOLOGY

Purpose

The School Reform Commission shall not be responsible for the diagnosis and treatment of student illness. The administration of medication or utilization of **medical technology** should take place at home; however, students with health problems may require medication or **medical technology as defined in this policy** in order to permit them to function at as close to a normal level as possible in the classroom.

Definitions

Medication - all medicines, including over-the-counter medicines prescribed by a licensed prescriber and ~~an~~ executed **on a** medical consent form by the parent and licensed prescriber.

Medical technology - suction, oxygen, or other types of equipment **used to treat or respond to a student's medical condition.**

Licensed prescribers -licensed physicians (M.D. and D.O.), podiatrists, dentists, optometrists, certified registered nurse practitioners and physician assistants.

Authority

The SRC directs all district employees to comply with the Pennsylvania Department of Health's Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Health Care.

Before any medical technology may be utilized and before any medication may be administered to or by any student during school hours **or during school related activities**, the SRC shall require the written request of the parent/guardian, giving permission for such administration, and the written order of the licensed prescriber.[\[1\]](#)

Delegation of Responsibility

The Superintendent or designee, in conjunction with the Office of School Health Services, shall develop administrative procedures for the administration and self-administration of students' medications and use of medical technology.

All medications and/or use of medical technology shall be administered by the Certified School Nurse, **or in the absence of the Certified School Nurse by other licensed school health staff (RN, LPN), except as otherwise noted in this policy or the Administrative Procedure.**

In the event of an emergency, any district employee may administer emergency care, first aid or rescue when s/he believes, in good faith, that a student needs emergency care, first aid or rescue.[\[2\]](#)

The policy and administrative procedures for administration of medications and use of medical technology shall be reviewed, at least every two (2) years, by a committee consisting of the School Health Coordinator, Certified School Nurse, school physician and designated administrators, and revised as necessary.

Mandatory Regulatory Procedures

The district shall inform all parents/guardians, students and staff about the policy and **administrative** procedures governing the administration of medications and use of medical technology.

All standing medication orders and parental consents shall be renewed at the beginning of each school year.

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations, the Department of Health Guidelines, and SRC policies **and administrative procedures.**[\[3\]](#)[\[4\]](#)

Students may possess and use asthma inhalers, epinephrine auto-injectors and other emergency medications in accordance SRC policy.[\[5\]](#)

The administration of medication or utilization of medical **technology** shall be consistent with the school health program established by the SRC and, where applicable, any accommodations outlined in a student's Individualized Education Plan (IEP) or Section 504 Service Agreement.[\[7\]](#)[\[8\]](#)

Delivery and Storage of Medications and Medical Technology

Procedures shall be developed for the delivery and storage of Medication and Medical Technology specifying:

- 1. Procedures for delivering to District facilities for storage.**
- 2. The appropriate manner of storage and the supply on hand.**
- 3. District approved forms for delivery and storage.**
- 4. Procedures for proper record keeping.**

Disposal of Medications

Procedures shall be developed for the disposal of medications consistent with the Department of Health Guidelines, which shall include:

1. Guidelines for disposal of contaminated needles or other contaminated sharp materials immediately in an appropriately labeled, puncture resistant container.
2. Processes for immediately returning to parents/guardians all discontinued and outdated medications, as well as all unused medications at the end of the school year.
3. Methods for safe and environmentally friendly disposal of medications.
4. Proper documentation of all medications returned to parents/guardians and for all medications disposed of by the Certified School Nurse or other licensed school health staff. Documentation shall include, but not be limited to, date, time, amount of medication and appropriate signatures.

Administration of Medication/Medical Technology During Field Trips and Other School-Sponsored Activities

The district directs planning for field trips and other school-sponsored activities to start early in the school year and to include collaboration between administrators, teachers, nurses, appropriate parents/guardians and other designated health officials.[6]

Decisions regarding administration of medication/medical technology during field trips and other school-sponsored programs and activities shall be based on the student's individual needs.

Legal References:

1. 22 PA Code 12.41; 0
2. 42 Pa. C.S.A. 8337.1
3. 24 P.S. 1409
4. Pol. 216
5. Pol. 210.1
6. Pol. 121
7. Pol. 103.1
8. Pol. 113

Related Information:

- 24 P.S. 510
- 24 P.S. 1401
- 24 P.S. 1402
- 24 P.S. 1414.1

Philadelphia Home Rule Charter - 12-300

55 PA Code 3270.133

Pennsylvania Department of Health Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care, March 2010

**ADMINISTRATIVE PROCEDURES FOR ADMINISTRATION OF
MEDICATION/MEDICAL TECHNOLOGY**
(Attachment for Policy No. 210)

Delivery and Storage of Medications and Medical Technology

All medication and medical technology shall be brought to the nurse's office, or the main office if the nurse is in another building, by the parent/guardian or by another adult designated by the parent/guardian. All medication shall be stored in the original pharmacy-labeled container and kept in a locked cabinet designated for storage of medication.

The pharmacy label must contain the following information[1]:

- **Name, address and telephone and federal DEA number of the pharmacy**
- **Patient's name**
- **Name of medication and amount dispensed**
- **Directions for use of the medication**
- **Name and registration number of the licensed prescriber**
- **Prescription serial number**
- **Date originally filled**
- **Controlled substance statement, if applicable**

Medications that require refrigeration shall be stored and locked in a refrigerator designated only for medications. The district shall not store more than a thirty-day supply of an individual student's medication.

Medication and medical technology should be recorded and logged in with the date, name of student, name of medication, amount of medication, and signatures of the parent/guardian or designated adult delivering the medication and/or medical technology and the school health personnel receiving the medication and/or medical technology.

All medication and medical technology shall be accompanied by the appropriate district-approved form, or other written communication from the licensed prescriber.

Nonprescription medication must be delivered in its original packaging and labeled with the student's name.

An inventory of the medication, dosage used and supply remaining shall be properly recorded in the district's student information system.

Student Self-Administration

In specific cases, individual students shall be allowed to be directly responsible for the maintenance and administration of their medication with minimal supervision. **Prior to allowing a student to self-administer medication, the district shall require the following:**

- 1. An order from the licensed prescriber for the medication, including a statement that it is necessary for the student to carry the medication and that the student is capable of self-administration.**
- 2. Written parent/guardian consent.**
- 3. An Individual Health Plan including an Emergency Care Plan.**
- 4. A baseline assessment of the student's health status, conducted by the nurse.**

In order to self-administer medication, the student must demonstrate the ability to:

1. Respond to and visually recognize his/her name.
2. Identify his/her medication.
3. Wash hands properly.
4. Measure, pour and administer the prescribed dosage of the medication.
5. Sign the medication sheet as acknowledgment of having taken the medication/treatment.
6. Demonstrate a cooperative attitude in all aspects of self-administration of medication/treatment.
7. Notify **the school nurse and parent/guardian** when medication is gone.

The nurse shall provide periodic and ongoing assessments of the student's self-management skills.

The student shall notify the school nurse immediately following each occurrence of self-administration of medication.

Privileges for self-administration of medication will be revoked if school policies are abused or ignored, or the student is otherwise not willing or able to follow the established policies and procedures.

Disposal of Medications [1]

- 1. Contaminated needles or other contaminated sharp materials should not be bent, recapped or removed. Contaminated needles should be placed immediately in a puncture resistant container that is labeled with a fluorescent or orange-red biohazard symbol or in a red container that is closable.**

2. All discontinued or outdated medications should be returned to the parent/guardian immediately.
 - a. Documentation of disposition should include the date, time, amount of medication, and signatures of the parent/guardian and school personnel.
 - b. If the parent/guardian does not retrieve the medication at the end of the school year, the licensed personnel (CSN, RN, LPN) and one witness should dispose of the medication and document the disposal.
3. Medications should not be disposed down the drain. Instead, they should be disposed of in the trash. In order to discourage persons raiding the trash in search of the discarded medications, it is recommended to mix the medication with an undesirable substance prior to disposal.

Administration of Medication/Medical Technology During Field Trips and Other School-Sponsored Activities [2]

Students on field trips are entitled to the same health services, including medication administration, to which they are entitled while attending school. Prior to allowing a student to attend a field trip, the district will require the following documentation:

1. Notification of school trips should occur at least 2 weeks, but no later than one week prior to the planned trip.
2. The prescribed medications should be clearly described and outlined in a plan of care for the entirety of the field trip. The description of the medication use should state the medication's-
 - a. Formulation
 - b. Dosage
 - c. Route of administration
 - d. Frequency or time for taking the medication (i.e., "every 12 hours"; "take at 1 pm")
 - e. Medications should be provided to the district in an original container with the student's name clearly labeled.
3. The plan of care should clearly state who will be responsible for the administration of the student's medication while on the field trip. The possibilities for medication administration on a field trip, are as follows.
 - a. Agency nurse--if notified with an appropriate amount of time, the district can often provide an agency nurse to accompany the student on the trip and to administer the medication.
 - b. Parent--The school may ask a parent to accompany their student on a field trip to provide the necessary care, but it cannot require the parent to do so. When a parent is unable to accompany his or her child, the parent may designate, in writing, a responsible adult to accompany the child with the following restrictions.
 - i. The parent must provide the supplies and training if the parent delegates treatments or medication administration to a responsible

- adult. The school nurse may not participate in any way in the selection of a parent designee for the trip, nor in the training of the designee or in the provision of the supplies and medications.
- ii. The parent may not choose a school staff member, school-designated trip chaperone or secondary student as a designee.
 - iii. The parent may not prescribe or alter treatments or medication administration orders for the school nurse or other licensed professional unless the parent is a Pennsylvania licensed provider.
- c. Licensed volunteer--the district may choose a licensed volunteer to administer the student's medication. The licensed volunteer's assigned duties must be within their professional scope of practice. The volunteer's license must be active and in good standing. The licensed volunteer should be provided with the student's plan of care and order for the medication. Additionally, the licensed volunteer should have the necessary training to perform the treatment the student requires, utilizing the equipment/medication that the student routinely uses to receive the treatment.
- d. Student--the only medications a student may self-carry and self-administer are an asthma rescue inhaler, insulin, glucagon and an epinephrine auto-injector. Students that are allowed to self-carry should already have a self care plan on file with signed statements by parent and health care provider, allowing for the self-carry/self administration. Prior to the trip the school nurse should perform an assessment of the student's ability to self-administer the medication.
4. Out-of-state field trips--the school must ensure that the nurse and/or licensed volunteer is permitted to practice in the state under their Pennsylvania license.
 5. Out-of-country field trips--the school must contact that country's consulate to ensure the nurse and/or licensed volunteer is permitted to practice in the country under their Pennsylvania license.
 6. Other considerations
 - a. The school should verify that each volunteer has had child abuse clearance
 - b. Volunteers expected to have more than 10 hours a week in direct contact with students will require a TB test.

References

1. Pennsylvania State Department of Health-Division of School Health
www.health.pa.gov “Guidelines for PA Schools for the Administration of Medication and Emergency Care”
2. Pennsylvania State Department of Health-Division of School Health
www.health.pa.gov “School Nurse Practice Issues”

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Possession/Use of
Emergency Medications

ADOPTED: August 24, 2011

REVISED: October 13, 2016

210.1 POSSESSION/USE OF EMERGENCY MEDICATIONS

Authority

The School Reform Commission shall permit students to possess asthma inhalers, epinephrine auto-injectors and other emergency medications and to self-administer the prescribed medication in accordance with state law, SRC policy and administrative procedures.[\[1\]](#)[\[2\]](#)

Definitions

Asthma inhaler shall mean a prescribed device used for self-administration of short-acting, metered doses of prescribed medication to treat an acute asthma attack.[\[3\]](#)

Emergency medications shall include, but not be limited to asthma inhalers, epinephrine auto-injectors, and other medication prescribed to treat or respond to a student's medical condition in an emergency.

Self-administration shall mean a student's use of medication in accordance with a prescription or written instructions from a physician, certified registered nurse practitioner or physician assistant.

Licensed prescribers -licensed physicians (M.D. and D.O.), podiatrists, dentists, optometrists, certified registered nurse practitioners and physician assistants.

Delegation of Responsibility

The Superintendent or designee, in conjunction with the Office of School Health Services, shall develop administrative procedures for student possession and self-administration of asthma inhalers, epinephrine auto-injectors and other emergency medication.

The district shall annually inform staff, students and parents/guardians about the policy and procedures governing student possession and use of asthma inhalers, epinephrine auto-injectors and/or other emergency medication.

The certified school nurse shall develop an individualized healthcare plan **for each student prescribed emergency medication from a licensed prescriber**, which shall include an emergency care plan component.

Legal References:

- 1. 24 P.S. 1414.1
- 2. Pol. 103.1
- 3. 24 P.S. 1401
- 4. 22 PA Code 12.41
- 5. Pol. 113
- 6. 24 P.S. 1409
- 7. Pol. 216
- 8. Pol. 218

Related Information:

- 22 PA Code 12.3

Pol. 113.1

Pol. 227

Administrative Procedures for Possession/Use of Emergency Medications
(Attachment for Policy No. 210.1)

The possession/use of emergency medications shall be consistent with the school health program established by the SRC and, where applicable, any accommodations outlined in a student's Chapter 15/Section 504 Service Agreement, **in accordance with SRC policy.** [1][2]

Before a student may possess or use emergency medications **in the school setting**, the SRC shall require the following:[2][3]

1. A written request from the parent/guardian that the school complies with the order of the physician, certified registered nurse practitioner or physician assistant.
2. A statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medication.
3. A written statement from the physician, certified registered nurse practitioner or physician assistant that states:
 - a. Name of the drug.
 - b. Prescribed dosage.
 - c. Times medication is to be taken.
 - d. Length of time medication is prescribed.
 - e. Diagnosis or reason medication is needed, unless confidential.
 - f. Potential serious reaction or side effects of medication.
 - g. Emergency response.
 - h. If the child is qualified and able to self-administer the medication.

The certified school nurse shall conduct a baseline assessment of the student's health status.

The student shall notify the school nurse immediately following each use of an asthma inhaler, epinephrine auto-injector or other emergency medication.[4]

If the student is physically incapacitated and unable to notify the school nurse, a witnessing adult staff member should notify the nurse immediately about the use of the asthma inhaler, epinephrine auto-injector or other emergency medication.

The certified school nurse shall provide periodic and ongoing assessments of the student's self-management skills.

Students shall be prohibited from sharing, giving, selling, and using an emergency medication in any manner other than which it is prescribed during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities.

Violations of this policy by a student shall result in immediate confiscation of the asthma inhaler, epinephrine auto-injector or other emergency medication and loss of privileges.[\[4\]](#)

For students who are not able and students who lose the privilege to carry and self-administer emergency medications, the district shall ensure that the prescribed medication is appropriately stored at locations in close proximity to the student and inform the student's teacher(s) of where the medication is located and the means to access the medication.[\[4\]](#)

An inventory of the medication, dosage used and supply remaining shall be properly noted in the district's student information system. The district reserves the right to require a statement from the physician, certified registered nurse practitioner or physician assistant for the continued use of a medication beyond the specified time period. Permission for possession and use of emergency medication by a student shall be effective for the school year for which it is granted and shall be automatically renewed each subsequent school year, **unless revoked by parent in the form of a signed written request.**[\[4\]](#)

This request must be accompanied by a signed statement from a prescribing physician, certified nurse practitioner or physician assistant.

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.[\[5\]](#)[\[6\]](#)

A student whose parent/guardian completes the written requirements for the student to possess emergency medication and self-administer the prescribed medication in the school setting shall demonstrate to the certified school nurse the competency for self-administration and responsible behavior in use of the medication.[\[4\]](#)

The district shall develop criteria to determine a student's competency to carry and self-administer emergency medications, which shall be based on the student's:[\[4\]](#)

1. Age.
2. Cognitive function.
3. Maturity.
4. Demonstration of responsible behavior.

Information about the possession and use of emergency medications shall be distributed with the Code of Student Conduct and made available on the district website.[\[4\]](#)[\[7\]](#)

Possession of Emergency Medications

Permission for possession and use of emergency medication by a student shall be effective for the school year for which it is granted and shall be automatically renewed each subsequent school year, unless revoked by parent in the form of a signed written request. This request must be accompanied by a signed statement from a prescribing physician, certified nurse practitioner or physician assistant.

Use of Emergency Medications requiring follow-up in hospital emergency

The student shall notify the school nurse immediately following each occurrence of self-administration of medication. If the student is physically incapacitated and unable to notify the nurse, a witnessing adult staff member should notify the nurse immediately about the use of the asthma inhaler, epinephrine auto-injector or other emergency medication. In the case of a child that has self-administered an emergency medication while in school and the nurse has been notified of the use of the medication, the student will require an immediate assessment by the school nurse in the following instances:

1. Self-administration of epinephrine auto-injector--In the event a student is believed to be having an anaphylactic reaction, the school nurse or an individual in the school who is responsible for the storage and use of epinephrine auto-injectors shall contact 911 as soon as possible. [1]
2. Repeated administration of rescue inhalers—if a child has reported self-use of the rescue inhaler two or more times, the school nurse must assess the child for need of hospital emergency follow-up. If the nurse assesses the student **as in respiratory distress**, the nurse shall immediately contact 911. If the nurse assesses the student **as not in respiratory distress**, the parent should be contacted and informed of their child's repeated usage of the medication while in school. Follow-up with the child's primary medical provider should be strongly encouraged.

Legal References

1. Pol. 103.1

2. Pol. 113
3. 22 PA Code 12.41
4. 24 P.S. 1414.1
5. 24 P.S. 1409
6. Pol. 216
7. Pol. 218

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Student Rights and Responsibilities

ADOPTED: December 21,
2011

REVISED:

235 STUDENT RIGHTS AND RESPONSIBILITIES

Purpose

This policy sets forth guidelines by which student rights and responsibilities are determined, consistent with law and regulations.

Authority

The School Reform Commission has the authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of district students. At the same time, no student shall be deprived of equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association, in accordance with SRC policy and school rules.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[14\]](#)

Attendant upon the rights established for each student are certain responsibilities, which include regular attendance; conscientious effort in classroom work and homework; conformance to SRC policies and school rules and regulations; respect for the rights of teachers, students, administrators and all others who are involved in the educational process; and expression of ideas and opinions in a respectful manner.[\[4\]](#)[\[7\]](#)

Delegation of Responsibility

The Superintendent or designee shall develop administrative procedures consistent with law and SRC policy to ensure that student rights under specific conditions are properly recognized and maintained.

It shall be the responsibility of the student to:[\[7\]](#)

- 1. Be aware of all policies, rules and regulations for student behavior and conduct him/herself accordingly. Each student shall assume that, until a rule is waived, altered or repealed in writing, it is in effect.[\[9\]](#)**
- 2. Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.**

- 3. Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.[11]**
- 4. Assist the school staff in operating a safe school.**
- 5. Comply with federal, state and local laws.**
- 6. Exercise proper care when using district facilities, school supplies and equipment.[12]**
- 7. Attend school daily and be on time to all classes and other school functions.[8]**
- 8. Make up work when absent from school.**
- 9. Pursue and attempt to satisfactorily complete the courses of study prescribed by local school authorities.**
- 10. Report accurately in student media.[10]**
- 11. Not use obscene language in student media or on school property.[10]**

A listing of students' rights and responsibilities shall be included in the Code of Student Conduct, which shall be distributed annually to students and parents/guardians.[\[4\]](#)[\[9\]](#)

All students have the right to submit a complaint to The Office of Student Rights and Responsibilities if they have been subject to any harassment or violence by a School Police Officer.

All students and their families have the right to appeal disciplinary decisions, programmatic transfer decision, designation of homelessness, school selection, parental exclusion, bullying and harassment findings and neighborhood school transfers to the Office of Student Rights and Responsibilities.

Students should work in collaboration with Principals to establish student government .

Mandatory Regulatory Procedures:

Violations of this policy may result in disciplinary action, consistent with the Code of Student Conduct and SRC policy.[\[9\]](#)[\[13\]](#)

Legal References:

- 1. 24 P.S. 510**
- 2. 22 PA Code 4.4**
- 3. 22 PA Code 12.1**
- 4. 22 PA Code 12.3**
- 5. 22 PA Code 12.4**
- 6. 22 PA Code 12.9**

7. 22 PA Code 12.2

8. Pol. 204 - Attendance
9. Pol. 218 - Student Conduct and Discipline
10. Pol. 220 - Student Expression/Distribution and Posting of Materials
11. Pol. 221 - Dress and Grooming
12. Pol. 224 - Care of School Property
13. Pol. 233 - Suspension and Expulsion
14. 24 P.S. 696

Related Information:

Philadelphia Home Rule Charter - 12-300

**THE SCHOOL DISTRICT
OF PHILADELPHIA**

SECTION: 300 Employees

**TITLE: Pre-Employment
Physical Examination
(NEW)**

ADOPTED:

REVISED:

No. 314

314 PRE-EMPLOYMENT PHYSICAL EXAMINATION (NEW)

Purpose

In order to certify the fitness of all district employees to perform their duties effectively and in order to protect the health of students and staff from the transmission of communicable diseases, pre-employment physical examinations of all district employees shall be required prior to beginning employment.

Definition

Pre-employment physical examination - a general examination by a licensed physician, certified registered nurse practitioner or a licensed physician assistant in accordance with expectations from the Pennsylvania Department of Health. [\[1\]](#)

Authority

After receiving an offer of employment but prior to beginning employment, all candidates shall undergo a pre-employment physical examination and tuberculosis examination, as required by law. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

An employee who presents a signed statement that a pre-employment physical examination or tuberculosis examination is contrary to his/her religious beliefs shall only be examined if the Secretary of Health determines that the employee presents a substantial menace to the health of others. [\[5\]](#)[\[6\]](#)

Delegation of Responsibility

The Office of Employee Health Services is responsible for implementation of this policy and maintaining medical records.

Medical records of an employee shall be kept in a secured file separate from the employee's personnel file. [\[3\]](#)[\[7\]](#)

Legal References:

- 1. 24 P.S. 1418**
- 2. 28 PA Code 23.43**
- 3. 42 U.S.C. 12112**
- 4. 28 PA Code 23.44**
- 5. 24 P.S. 1419**

6. 28 PA Code 23.45

7. 42 U.S.C. 2000ff et seq

Related Information:

24 P.S. 1416

42 U.S.C. 12101 et seq

Philadelphia Home Rule Charter - 12-308

**COMMONWEALTH OF PENNSYLVANIA
PENNSYLVANIA DEPARTMENT OF HEALTH
SCHOOL PERSONNEL HEALTH RECORD**

I. Patient Information

Last Name	First	MI	Sex	D.O.B.
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Social Security Number	Home Telephone	Work Telephone
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Mailing Address	Street	City	Zip
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Usual Source of Medical Care	Physician's Name	Address	Telephone
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Emergency Contact - Name	Relationship	Address	Telephone
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II. Immunization History

VACCINE	Enter Month, Day, and Year Each Immunization was Given					BOOSTERS & DATES
	DOSES					
Diphtheria and Tetanus*	1 / /	2 / /	3 / /	4 / /	5 / /	
Hepatitis B	1 / /	2 / /	3 / /			
Measles, Mumps, Rubella	1 / /	2 / /				
Other _____	/ /	Other _____			/ /	

*Tetanus and Diphtheria are usually received in combined vaccines such as DTP, DTaP, DT or Td

III. Required Tuberculosis Test Results (as per Regulations of the Department of Health)

Date Applied	Arm	Method	Antigen	Manufacturer	Signature
Date Read	Results (mm)		Signature		

For previously known/new positive reactors: _____

Chest X-ray: Date: _____ Results: _____ Other: Date: _____ Results: _____
 (Attach a copy of the report.) (Attach a copy of the report.)

Preventive Anti-Tuberculosis - Chemotherapy ordered: No Yes Date: _____

IF SIGNIFICANT REACTION WAS REPORTED, THE PHYSICIAN REPORT MUST STATE THAT THE APPLICANT IS FREE FROM CURRENT TUBERCULOSIS DISEASE OR IS UNDER ADEQUATE CHEMOTHERAPY FOR TUBERCULOSIS DISEASE. _____

IV. Significant Medical Conditions (✓)

	Yes	No	If Yes, Explain
Allergies	<input type="checkbox"/>	<input type="checkbox"/>	_____
Asthma.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Cardiac.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Chemical Dependency.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Drugs	<input type="checkbox"/>	<input type="checkbox"/>	_____
Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	_____
Diabetes Mellitus.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Gastrointestinal Disorder.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Hearing Disorder	<input type="checkbox"/>	<input type="checkbox"/>	_____
Hypertension	<input type="checkbox"/>	<input type="checkbox"/>	_____
Neuromuscular Disorder	<input type="checkbox"/>	<input type="checkbox"/>	_____
Orthopedic Condition	<input type="checkbox"/>	<input type="checkbox"/>	_____
Respiratory Illness	<input type="checkbox"/>	<input type="checkbox"/>	_____
Seizure Disorder	<input type="checkbox"/>	<input type="checkbox"/>	_____
Skin Disorder.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Vision Disorder	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	_____

V. Report of Physical Examination (✓)

	Normal	Abnormal	Examined	Not
				Comments
• Height (inches)				
• Weight (pounds)				
• Pulse				
• Blood Pressure /				
• Hair/Scalp				
• Skin				
• Eyes — Visual Acuity R / L /				
• Eyes — Color Vision				
• Ears — Hearing dB R L				
• Nose and Throat				
• Teeth and Gingiva				
• Lymph Glands				
• Heart — Murmur, etc.				
• Lung — Adventitious Findings				
• Abdomen				
• Genitourinary				
• Neuromuscular System				
• Extremities				

Are there any special medical problems or chronic diseases which require restriction of activity, medication or which might affect his/her work role? If so, specify _____

Physician Name (Print)

Signature of Examiner

Date

Physician Address

The statements and answers as recorded above are full, complete and true to the best of my knowledge and belief. I understand that any false or misleading statements may cause termination of my employment.

I authorize the physician or other person to disclose any knowledge or information pertaining to my health to the employing authority for whom this examination is performed.

Signature of Employee

Date

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300 Employees

TITLE: HIV Infection in
Employees

ADOPTED: November 18,
1985

REVISED: June 27, 1994

314.1 HIV INFECTION IN EMPLOYEES

Purpose

The School Reform Commission (SRC) is committed to providing a safe, healthy environment for its students and employees and adopts this policy to safeguard the health and well-being of students and employees while protecting the rights of employees. In fulfillment of that commitment, the SRC has and shall continue to seek guidance from appropriate medical, educational, legal and government authorities.

Definitions

HIV Infection/Diagnosis - refers to the disease caused by the HIV or human immunodeficiency virus. HIV is the virus that causes Acquired Immune Deficiency Syndrome (AIDS).

HIV Status-refers to a positive, negative or undetectable result in a lab test to detect HIV presence in the body.

HIV positive employee- refers to individuals medically diagnosed as having HIV Infection.

Health condition-the noted level of wellness in a person as it relates to their physical state and ability to participate in their routine and expected daily activities.

Bodily fluid--a fluid or fluid secretion (such as blood, lymph, saliva, semen, rectal fluid, drainage from cuts, vomitus, respiratory secretions or urine) of the body.

Authority

The SRC directs that the established SRC policies and administrative procedures relative to illnesses among district employees shall also apply to HIV positive employees.[1][2][3] Other provisions specific to HIV positive employees shall also be addressed in accordance with SRC Policy 203.1 HIV Infection. [4]

The SRC shall not require routine HIV screening tests in the workplace, nor will such tests be a condition for employment.

The district is committed to a policy of nondiscrimination based on actual or perceived HIV status.[2]

Delegation of Responsibility

The SRC directs that the established SRC policies and administrative procedures governing attendance relative to illnesses and other diseases among employees shall also apply to HIV positive employees.[1]

The Office of Employee Health Services shall be responsible for developing and releasing all procedures concerning HIV infection and HIV positive employees.

All district employees shall maintain a respectful working climate and shall not participate in physical or verbal harassment of any individual or group, including HIV positive (or perceived positive) employees.[2] [5]

An HIV positive employee whose employment is interrupted or terminated shall be entitled to available medical leave and medical disability benefits on the same eligibility basis as any other district employee who is qualified for such leave or benefits due to illness.[1][5]

Confidentiality

Every employee must treat as highly confidential any knowledge or speculation concerning the HIV status or diagnosis of an employee. Violation of medical privacy **shall be** cause for disciplinary action, criminal prosecution, and/or personal liability for a civil suit.[2]

No **information** regarding a person's HIV status or diagnosis will be divulged to any individual or organization **without** a court order or the informed, **written**, signed and dated **consent of the** person who is HIV positive.

Employees shall not make inquiries regarding the HIV status or diagnosis of any employee.

The Office of Employee Health Services shall securely maintain any hard or electronic copy health records, notes or other documents that references a person's HIV status or diagnosis.[7]

Legal References:

1. Pol. 334 - Sick Leave
2. Pol. 104 - Nondiscrimination in Employment Practices
3. Pol. 348 - Unlawful Harassment
4. Pol 203.1- Student HIV Infection
5. Pol. 317 - Conduct/Disciplinary Procedures
6. Pol. 314 - Physical Examination
7. Pol. 324 - Personnel Files

Related Information:

24 P.S. 510

35 P.S. 7601 et seq

Philadelphia Home Rule Charter - 12-300

Administrative Procedures for Employee HIV Infection Policy
(Attachment for Policy 314.1)

The presence of a person living with HIV infection or diagnosed with AIDS poses no significant risk to others in schools, or other publicly attended facilities. However, this administrative procedure is intended to protect the health and safety of all students and employees who are diagnosed as having HIV/AIDS; to protect the confidentiality of all students and employees who are diagnosed as having HIV/AIDS and to inform staff of steps to be taken when staff become aware of or suspect a student or employee has HIV/AIDS.

Confidentiality

1. When any staff member becomes aware, by any means, that a student or employee is or is rumored to be HIV/AIDS positive, no discussions are to take place and no other person is to be contacted.
2. Every employee must treat as highly confidential any knowledge or speculation concerning the HIV status of a student or other staff member. Violation of medical privacy is cause for disciplinary action, criminal prosecution, and/or personal liability for a civil suit.
3. Staff members shall not make inquiries regarding the HIV **diagnosis or** status or AIDS diagnosis of any student.
4. No information regarding a person's HIV status will be divulged to any individual or organization without a court order or the informed, written, signed and dated consent of the person with HIV/AIDS (or the parent/guardian of a legal minor).
5. Any hard copy health records, notes or other documents that reference a person's HIV status will be kept under lock and key. Information regarding HIV status will not be added to a student's permanent educational or health record without written consent from parent/guardian.
6. When the student's diagnosis or status has been noted in the district's student information system, further documentation regarding the student's HIV diagnosis and status will not be added to the student's electronic record.

Infection Control

1. The term bodily fluids includes: blood, semen, drainage from scrapes and cuts, rectal fluid, urine, vomitus, and respiratory secretions (nasal discharge). Bodily fluids posing the highest risk for transmission of HIV are blood and any body-fluid visibly contaminated with blood, seminal, vaginal and rectal fluids, amniotic fluid and breast milk.
2. All employees shall be required to consistently follow infection control and universal precautions in all settings and at all times, including playgrounds and school buses.

3. Employees shall notify the school nurse of all incidents of exposure to bodily fluids that presents a reasonable risk of transmitting an infection.
4. The school district shall maintain reasonably accessible equipment and supplies necessary for infection control.
5. In the event of an outbreak of a communicable disease, all persons known to be immunosuppressed for any reason are to be excluded from school based on the recommendations of the Philadelphia Department of Public Health and to be referred to their health care provider.

Staff Development

1. *Draft in progress*

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300 Employees

TITLE: Employee Tobacco
Use

ADOPTED: April 27, 1981

REVISED: May 25, 2001

323 EMPLOYEE TOBACCO USE

Purpose

The **School Reform Commission** recognizes that **tobacco** presents a health and safety hazard that can have serious consequences for the **user** and the **nonuser** and the safety of the **schools**.

Definition

Tobacco - a lighted or unlighted cigarette, electronic cigarette, cigar, pipe or other smoking product or material and smokeless tobacco in any form.[\[1\]](#)

Authority

The SRC prohibits tobacco use by all employees on any property owned, leased or controlled by the school district, unless the SRC has designated specific areas for tobacco use by employees, where the designated area is at least fifty (50) feet from buildings, stadiums and bleachers.[\[1\]](#)[\[2\]](#)

The SRC may establish policy to enforce the prohibition of tobacco use at District-sponsored events which are held off District property.[\[1\]](#)

The district shall notify employees about this policy by distributing it through handbooks, newsletters, posted notices, and other efficient methods.[\[1\]](#)

Delegation of Responsibility

The Superintendent or designee may report incidents involving the sale or distribution of tobacco to minors by employees 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.[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

In accordance with state law, the Superintendent or designee shall annually, by July 31, report incidents of possession, use or sale of tobacco on school property to the Office for Safe Schools on the required form.[\[4\]](#)[\[8\]](#)

Legal References:

- 1. 35 P.S. 1223.5
- 2. 20 U.S.C. 7183
- 3. 24 P.S. 1302.1-A
- 4. 24 P.S. 1303-A
- 5. 22 PA Code 10.2
- 6. 22 PA Code 10.22
- 7. 18 Pa. C.S.A. 6305
- 8. Pol. 805.1 - Relations With Law Enforcement Agencies

Related Information:

- 20 U.S.C. 7181 et seq

No. 610

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 600 Finances

TITLE: Purchases Subject To
Bid/Quotation

ADOPTED: April 27, 1981

REVISED:

610 PURCHASES SUBJECT TO BID/QUOTATION

Authority

The School Reform Commission shall obtain competitive bids and price quotations for products and services where such bids or quotations are required by law or may result in monetary savings to the school district.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

Delegation of Responsibility

The Office of Procurement Services shall establish and maintain a Policies and Procedures Manual to identify the district's process for obtaining competitive bids and price quotations as required by applicable law.

Legal References:

[1. 24 P.S. 120](#)

[2. 24 P.S. 696](#)

[3. 24 P.S. 751](#)

[4. 24 P.S. 807.1](#)

Related Information:

[62 Pa. C.S.A. 4601 et seq](#)

[73 P.S. 1602](#)

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 600 Finances
TITLE: Purchases Budgeted
ADOPTED: April 27, 1981
REVISED:

611 PURCHASES BUDGETED

Authority

It is the policy of the **School Reform Commission** that when funds are available all purchases contemplated within the current budget and not subject to bid **shall** be made in a manner that ensures the best interests of the district.[\[1\]](#)[\[2\]](#)[\[3\]](#)

Delegation of Responsibility

All purchases that are within budgetary limits may be made upon authorization of the Purchasing Agent unless the contemplated purchase is for more than **\$25,000**, in which case prior approval from the **SRC** is required.[\[4\]](#)[\[5\]](#)

All purchase requests must be referred to the Purchasing Agent, who shall check whether the proposed purchase is subject to bid; whether sufficient funds exist in the budget; and whether the material might be available elsewhere in the district.[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

Guidelines

In the interests of economy, fairness and efficiency in its business dealings, the **SRC** requires that:

1. Items commonly used **in the district schools** or units thereof be standardized whenever possible.
2. Equal opportunity to do business with the district shall be provided to as many responsible suppliers as possible. Lists of potential suppliers for various types of supplies, equipment and professional services will be developed and maintained.
3. No purchase request will be honored unless made on a district approved requisition form that has the necessary approval.

Upon placement of a purchase order, the Purchasing Agent shall encumber the expenditure against a specific budget line item to guard against creation of liabilities in excess of appropriations.

Legal References:

- 1. 24 P.S. 696
- 2. 24 P.S. 751
- 3. 24 P.S. 807.1
- 4. 24 P.S. 2126
- 5. 24 P.S. 609

Related Information:

Philadelphia Home Rule Charter - 12-303

No. 612

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 600 Finances

TITLE: Purchases Not
Budgeted

ADOPTED: April 27, 1981

REVISED:

612 PURCHASES NOT BUDGETED

Purpose

The laws of the state and the interests of the community require fiscal responsibility by the **School Reform Commission** in the operation of the school district. Appropriate fiscal controls **shall be adopted to ensure** that public funds are not disbursed in amounts in excess of the appropriations provided to the district.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

Authority

The **SRC** shall have the power to amend the budget to authorize the transfer of any unencumbered balance or portion thereof from one appropriation to another or from one spending agency to another.[\[5\]](#)

The **SRC** shall have the power to make additional appropriations or increase existing appropriations to meet emergencies which could not be anticipated when the budget was adopted, the funds therefore to be provided from unexpended balances in existing appropriations, from unappropriated revenues if any, or from temporary loans. Under no circumstances may the **SRC** increase the aggregate total of budget appropriations unless unappropriated revenues become available in sufficient amount to maintain the budget in balance, in which event the **SRC** may make additional or increased appropriations.[\[5\]](#)

Guidelines

Under normal conditions, planned purchases that would exceed the amount appropriated may be placed **in accordance with SRC** policy by the Purchasing Agent, provided a sufficient amount is available in some other budget category for transfer by the **SRC** to cover the purchase.[\[6\]](#)

In the event of emergency, which exists whenever the time required for the **SRC** to act in accordance with regular procedures would endanger life or property or threaten continuance of existing school classes, a purchase order may be authorized by the **Chief Finance Officer**.

Any expenditures in excess of appropriation made in conformance with this policy shall be reported to the **SRC** at the next meeting, with a recommendation of funds to be transferred to cover said purchase.

Legal References:

1. 24 P.S. 2126
2. 24 P.S. 607
3. 24 P.S. 609
4. 24 P.S. 696
5. Philadelphia Home Rule Charter - 12-303
6. Pol. 611

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 800 Operations

TITLE: Opening Exercises/
Flag Displays

ADOPTED: April 27, 1981

REVISED:

807 OPENING EXERCISES/FLAG DISPLAYS

Purpose

The School Reform Commission adopts this policy to ensure that all district schools comply with state and federal laws concerning flag displays and opening exercises while respecting the rights of individuals.

Authority

A United States flag shall be displayed in classrooms and on or near each school building during school hours, inclement weather and at other times determined by the SRC.[\[1\]](#)

District schools shall provide opening exercises that include a salute to the flag and/or recitation of the Pledge of Allegiance or the National Anthem.[\[1\]](#)

Students may decline to recite the Pledge of Allegiance or National Anthem and to salute the flag on the basis of personal belief or religious conviction. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do participate.[\[1\]\[2\]](#)

Opening exercises may also include a brief period of silent prayer or meditation. Silent prayer or meditation shall not be conducted as a religious service or exercise.[\[3\]](#)

Legal References:

1. 24 P.S. 771

2. 22 PA Code 12.10

3. 24 P.S. 1516.1