SCHOOL REFORM COMMISSION
PUBLIC MEETING
RESOLUTION SUMMARY

FEBRUARY 15, 2018

I. SCHOOL REFORM COMMISSION

SRC-1

Adoption of Proposed Policies: Policy 247 Hazing; Policy 718 Service Animals in Schools; Policy 824 Maintaining Professional Adult/Student Boundaries; Policy 210.1 Possession/Use of Emergency Medications; Policy 216 Student Records; Policy 226 Searches; Policy 251 Students Experiencing Homelessness; Policy 336 Personal Leave; Policy 808 Food Services

RESOLVED, that the School Reform Commission hereby adopts the following SRC Policy, in the form attached, effective February 16, 2018:

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

FURTHER RESOLVED, that the School Reform Commission hereby adopts amendments to the following SRC Policies, in the forms attached, effective February 16, 2018:

Policy 210.1 Possession/Use of Emergency Medications
Policy 216 Student Records
Policy 226 Searches
Policy 251 Students Experiencing Homelessness
Policy 336 Personal Leave
Policy 808 Food Services

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

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

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

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 2.9.18)***
Review of Proposed Policies: Policy 248 Harassment and Discrimination of Students; Policy 348 Harassment and Discrimination of Employees; Policy 406 Charter Amendments; Policy 904 Public Attendance at School Events; Policy 907 School Visitors; Policy 913 Non-school Organizations/Groups/Individuals ***(REVIEW – NO ACTION TAKEN)***
RESOLVED, that the School Reform Commission hereby adopts amendments to the following SRC Policies, in the forms attached, effective March 15, 2018:

Policy 248 Harassment and Discrimination of Students
Policy 348 Harassment and Discrimination of Employees
Policy 406 Charter Amendments
Policy 904 Public Attendance at School Events
Policy 907 School Visitors
Policy 913 Non-school Organizations/Groups/Individuals

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.

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 January 31, 2018 and at the salaries respectively noted, as recommended by the Superintendent, provided that: (a) continued employment of persons appointed to positions funded by categorical grants is contingent upon the availability of grant funds; and (b) persons appointed to positions funded by operating funds, shall report to either the Superintendent or his/her designees, and shall serve at the pleasure of the School Reform Commission.

A-2 ***(Revised 2.9.18)***
Categorical/Grant Fund/Operating Budget: $1,333,000 Contract with TNTP – New Principal Coaching and Related Services
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent, or his designee, to execute, deliver and perform a contract with TNTP, Inc. to provide coaching and related services to first- and second-year principals as part of the New Principal Academy, for an amount not to exceed $1,333,000, for the period commencing July 1, 2018 through June 30, 2019, with an option to renew services for two additional one year periods.

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

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

ABC Code/Funding Source $1,333,000.00
1100-069-9750-2298-3291 Operating FY-19 ($666,500)
334X-G07-9750-2272-3291 Title II FY-19 ($666,500)

A-3
Extension of Grant Acceptance from the Philadelphia School Partnership – Program Support Position
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to extend the acceptance period of a grant from Philadelphia School Partnership for a Program Support position for the Teacher Residency Program, authorized by Resolution A-2, approved by the School Reform Commission on May 18, 2017, from its original scheduled expiration date of November 30, 2018 through July 30, 2019.

Description: This is an extension of a May 18, 2017 resolution to accept funds for a position through November 2018. The Office of Talent is currently implementing and refining a pilot Teacher Residency Program for the District, a school based, immersive preparation programs within district schools. This program was developed in response to the district¿s needs in teacher preparation and recruitment, as Teacher Residency programs have demonstrated positive outcomes in key areas such as student achievement, teacher retention, and teacher diversity.

ABC Code/Funding Source N/A

A-4
Operating Budget: $12,300,000 Contract Amendment with Kelly Services – Substitute Staffing and Management
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee to execute, deliver, and perform an amendment of Contract No. 0703/F16, originally entered into with Kelly Services, Inc. pursuant to Resolution No. A-35, approved by the School Reform Commission on May 19, 2016, by increasing the dollar amount of the contract by an additional $12,300,000 from the $42,000,000 approved in Resolution A-35, to an amount not to exceed $54,300,000.

Description: Kelly Services, Inc. ("Kelly") will continue to provide substitute staff for Teachers, Counselors, Librarians, Classroom Assistants, Secretaries, Pre-K Teacher Assistants, Food Service Assistants, Student Climate Staff, and Support Service Assistants for The School District of Philadelphia (the "School District"). To support this work, Kelly will deliver a best-in-class substitute management system, and provide a customer support call center opening at 5 a.m. each school day for the School District's employees and administrators.

When the School District entered into this Contract, the School District anticipated fill rates of around 70%, but Kelly has surpassed this target with an average of 85% in SY 2017-2018. The School District pays Kelly per day per substitute, so the increased fill rate has raised the overall cost. This resolution will allow the School District to continue filling absences with Kelly substitutes through the end of the Contract term on June 30, 2018.

ABC Code/Funding Source $12,300,000.00
1100-007-9400-1125-3311 Operating

A-5
Operating Budget: $64,000,000 Contract with Kelly Services, Inc. – Substitute Staffing and Management – *2 years*
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 Kelly Services, Inc., to provide substitute teachers and other substitute school-based staff, for an amount not to exceed $64,000,000 ($32,000,000/year), for the period commencing July 1, 2018 through June 30, 2020, together with the option to extend the term of this Contract for one additional year, for an additional amount not to exceed $32,000,000.

Description: Kelly Services, Inc. ("Kelly") will provide substitute staff for Teachers, Counselors, Librarians, Classroom Assistants, Secretaries, Pre-K Teacher Assistants, Food Service Assistants, Student Climate Staff, and Support Service Assistants for The School District of Philadelphia (the "School District""). To support this work, Kelly will deliver a best-in-class substitute management system, including a customer support call center opening at 5 a.m. each school day for the School District's employees and administrators.

ABC Code/Funding Source $64,000,000.00
1100-007-9400-1125-3311 FY19 ($32,000,000.00)
1100-007-9400-1125-3311 FY20 ($32,000,000.00)

Information Technology
A-6
Capital Fund: $1,441,769 Contract with Comstar Technologies – Network Infrastructure Upgrades
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 Comstar Technologies, LLC, for network infrastructure upgrades at twenty-two school facilities, for an amount not to exceed $1,441,769, for the period commencing February 16, 2018 through September 30, 2019.

Description: The School District of Philadelphia facilitates Internet connectivity for approximately 250 District-owned or operated school and administrative facilities supporting over 75,000 end-user computing devices as well as network-based telephone systems, surveillance cameras, and security/automation systems. Through a federal telecommunications program subsidy, the School District will undertake a multiphase project to upgrade and improve the technology cabling infrastructure in a combined total of approximately 120 school buildings. Upgrades will facilitate faster connectivity to computer laboratories, enhanced wireless access in isolated as well as high-density areas within buildings, and the installation of fiber-optic cabling to increase the performance of school-based local-area networks.

Phase 1 of the project will target upgrades at twenty-two (22) school facilities where federal subsidy allocations are currently available and where critical infrastructure needs have been identified: Anne Frank Elementary, Baldi Middle School, Bethune Elementary, Carnell Elementary, Central High School, Ethan Allen Elementary, Farrell Elementary, Forrest Elementary, Franklin Elementary, J.H. Brown Elementary, Juniata Park Academy, Masterman High School, Mayfair Elementary, McCall Elementary, Meredith Elementary, Moore Elementary, Morrison Elementary, Northeast High School, Rhawnhurst Elementary, Spruance Elementary, Sullivan Elementary, and Wilson Woodrow Middle School.

The School District's Office of Information Technology solicited proposals through a formal Request for Proposal (RFP) to identify one or more telecommunications contractors to perform the low-voltage and fiber-optic cabling and related installation services required for Phase 1 of the project. Notice of RFP-568 was sent to several local telecommunications cabling contractors, was posted on the FCC's competitive bidding website, and was made available through the District's Procurement website. RFP-568 was available to prospective vendors for eight weeks and site-based surveys were scheduled at all 22 school locations to allow responders to visually inspect and to assess the scope of work required at each facility.

One responsive proposal was received from Comstar Technologies, LLC, of West Chester, PA. Upon analysis of Comstar's proposal for upgrades at each of the 22 school locations, the RFP evaluation committee concluded that the proposal fully satisfied all of the School District's requirements with favorable pricing at or below total estimated project costs.

Upon approval from the School Reform Commission, the District will be eligible to apply for FY2019 subsidies from the Federal Universal Service (E-Rate) program to support the funding of the contract with Comstar Technologies. As a result, the District's anticipated subsidy for this service would be 85% of the contract value. By agreeing to participate in the Universal Service program, Comstar Technologies is required by law to offer the Lowest Corresponding Price (LCP) for services that are otherwise made available to any similarly situated non-residential customer.

The Office of Information Technology canvassed both current District telecommunications contractors as well as specific vendors that downloaded the RFP solicitation, and that chose not to respond to RFP-568.

Contractors generally cited the overhead and lack of comfort in participating in the federal E-Rate program, especially regarding the need to adhere to LCP costing provisions, in association with the relatively low margin and small scope of work required at each individual location.

ABC Code/Funding Source $1,441,769.00
8D16-065-9HF0-4600-7582 Capital

A-7
Categorical/Grant Fund/Operating Budget: $9,549,665 Contract with NCS Pearson – Instructional Management System
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 NCS Pearson, Inc., for the Instructional Management System (SCHOOLNET), for an amount not to exceed $9,549,665.00 for the period commencing July 1, 2018 through June 20, 2023.

Description: The Office of Information Technology & Data Management and the Office of Curriculum, Instruction and Assessment are proposing a 5-year contract with NCS Pearson as the District's Instructional Management System provider. In 2002, the District engaged Schoolnet Inc. (now part of NCS Pearson) through an RFP process and capitalized the purchase of a perpetual license agreement to establish an integrated data and instructional system. The District is currently contracting with Pearson for hosting, upgrades, and support services that are scheduled to end on June 30, 2018.

The system provides integrated web access to student data, instructional tools and an assessment platform.
1. Teacher and Administrator Data Dashboards
2. Curriculum and Standards Management
3. Collaboration Tools for Teachers and Students
4. An Integrated Assessment Platform for benchmark tests to classroom resources for teachers
The Instructional Management System (IMS) is both content and technology-neutral, enabling the District to "plug-in" resources that target the needs of all stakeholders.

This comprehensive set of tools by Pearson is available to administrators, teachers, and employees, providing one-click access to District programs and student data. The successful adoption of the tools and resources has established this platform as a core foundational tool used in the delivery of instruction and assessment of student progress.

The IMS has:
- Enabled the District to be flexible as academic priorities changed delivering assessments and content from multiple providers.
- Provided reports and data-mining tools to support success for every student.
- Integrated with multiple District systems (i.e. Data Warehouse and the Student Information System) and 3rd party providers (i.e. Scholarchip, Pennsylvania Department of Education, CK-12, Standards Aligned System).

The IMS provides tools for administrators to facilitate:
- Informed decision-making based on timely access to data.
- Aggregate and disaggregated reports for school, grade, and classroom.

The IMS provides tools for teachers to enable:
- Identification of PA Core Standards aligned instructional resources matched to student data.
- Opportunities for professional development.
- Analysis of student data

The overall purpose of developing and implementing a supplemental benchmark assessments and teacher assessment resources is to provide data to teachers and schools that will allow them to more precisely target their instructional efforts to areas that are most in need, both at the student- and classroom-level. In addition, the benchmark assessments will be developed to align to the scope and sequence, which has been redeveloped to align with the Pennsylvania Core Standards.

ABC Code/Funding Source $9,549,665.00
1100-007-9820-2221-3291 Operating FY18-19 ($1,416,224.00)
1100-007-9820-2221-3291 Operating FY19-20 ($1,453,724.00)
1100-007-9820-2221-3291 Operating FY20-21 ($1,237,724.00)
1100-007-9820-2221-3291 Operating FY21-22 ($906,224.00)
1100-007-9820-2221-3291 Operating FY22-23 ($906,224.00)
201X-G02-9440-2819-3291 Title I FY18-19 ($725,909.00)
201X-G02-9440-2819-3291 Title I FY19-20 ($725,909.00)
201X-G02-9440-2819-3291 Title I FY20-21 ($725,909.00)
201X-G02-9440-2819-3291 Title I FY21-22 ($725,909.00)
201X-G02-9440-2819-3291 Title I FY22-23 ($725,909.00)

Finance
A-8
Categorical/Grant Fund/Operating Budget: $297,000 Contract Amendment with Sherpa Government Solutions – Hosting of Budget Systems and Other Applications and Technical Support and Application Development
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of Contract No. 707/F13, originally entered into with Sherpa Government Solutions, LLC, pursuant to Resolution No. A-11, approved by the School Reform Commission on February 21, 2013, as amended, to extend for one-year the term of the contract from its current scheduled expiration date of June 30, 2018 through June 30, 2019, for an additional amount not to exceed $297,000 for the extended term, to provide hardware, software, and system support for the School District's budget development, management, and grant applications.

Description: The District is in the process of selecting, through a competitive process, a vendor to bring the District's existing Enterprise Resource Planning (ERP) system up to current standards to facilitate improved resource planning and management. The ERP system selected will have a fully integrated budget development module to replace the budget system that Sherpa Government Solutions currently provides to the District. It is essential to maintain the current budget system and the knowledge and experience provided by Sherpa Government Solutions as a new ERP system is implemented. Therefore, the District seeks to extend the current contract and budget system until such time that a new system can be implemented and fully functional.

Regarding the existing budgeting system, a competitive RFP process was completed in January, 2013. Two companies responded: Sherpa Government Solutions and Cognis IT. The proposal of the incumbent,

Sherpa Government Solutions, was the lower by $42,366 for FY14 and Sherpa was awarded a contract.

This resolution represents the continuation of critical budget development and management systems and is essential for Finance's ability to produce an annual budget, provide timely expenditure projections and budget to actual reports, and to improve grants management and compliance.

These systems and the service delivery model were developed with the current vendor since FY04 as the most cost efficient and effective method by which to deliver these critical services. There are three components to this resolution.

1. Hosting of Hardware / Software for Budgeting and Reporting System -- Sherpa Government Solutions supplies the hardware, software and licensure for the District's salary and benefit projection, budgeting development, employee fund coding, and related management systems, and maintains and ensures all system are operating 24x7, and applies all software updates as needed. These are core systems and tools used by the Office of Management and Budget (OMB) and the Office of Grant Compliance and Fiscal Services (GCFS). The services provided are similar to the outside contract required to maintain the School Net system and the Advantage Financial System. These services are provided at a flat yearly rate of $72,000 to be billed quarterly for the period of July 1, 2018 through June 30, 2019.

2. Software System Administrative and Technical -- OMB has developed, with the support of Sherpa Government Solutions, sophisticated budget development tools over the last 10 years to include a salary and benefit projection module to calculate the salary and benefits for nearly 15,000 employees with a multitude of varying and unique union requirements. This system provides a high degree of precision in calculating budgeted costs for the current and future years and is the foundation of the development of the yearly budget. The salary and benefit projection and budget development system is critical to improving budget to actual reporting throughout the fiscal year and for estimating expenses and the District's financial position. In addition, OMB has developed critical systems for management reporting, such as a headcount tracking database system to report budgeted versus on-board headcount, and a functional budget model by which to report budget to actual results for internal management decision making and for external reporting to stakeholders.

The various database systems and applications developed require significant administrative technical support to maintain, similar to the staffing the District has to maintain and support the Advantage System. The District's Information Technology Office does not have the support staff or the knowledge to maintain these OMB systems. Therefore, Sherpa Government Solutions provides the support necessary to keep these systems functioning. Sherpa Government Solutions is an expert on budgeting and related systems, having implemented and administered budgeting and financial systems and served as report developer for clients including the State of Iowa, State of Missouri, Commonwealth of Kentucky, Oakland Schools, Milwaukee County, Missouri Department of Transportation, Orange County, California, City of Minneapolis, New York State Thruway Authority, San Diego County, Baltimore and Honolulu Counties, City of Philadelphia, and the Commonwealth of Virginia, among others. The contract is based on a flat rate for services as it is advantageous to the District. Sherpa Government Solutions spends approximately 2,200 hours per year providing system administration and technical support services with significant periods of intensive hours consumed during deadline driven periods. These services are provided at a flat yearly rate of $120,000 to be billed monthly for the period of July 1, 2018 through June 30, 2019, including $5,000 for travel expenses.

3. Application development -- OMB has developed and implemented with the support of Sherpa

Government Solutions web based database systems to more effectively carry out its key functions. Past and ongoing systems developed include a complex salary and benefit budget development system to perform budget projections and detailed salary forecasts based on specific SDP requirements, a functional budget model, and complex VBA programming in Microsoft Excel.

Pursuant to the recommendations contained in the Larson Allen report regarding SDP grant management systems (containing a risk assessment on SDP's grants compliance and proposed policies and procedures for managing grants), and pursuant to the SDP's Grant Corrective Action Plan with the State and Federal governments, the SDP Office of Grant Compliance and Fiscal Services seeks to engage Sherpa Government Solutions to provide on-going technical support for the recent technical conversion of grant budgeting to a 12-month basis in the Advantage Financial system. The conversion of grant budgets in Advantage consistent with the SDP's 12 month fiscal year will provide policymakers and managers at all levels a more accurate and timely picture of resources available from which to make better resource decisions. The hourly rate is $159 for these services. In addition, Sherpa shall provide on-going technical support with the web-based federal time and effort documentation system and related systems to help ensure grant funds are compliant. The estimated yearly cost for on-going support is $100,000 for 628 hours of work at $159 per hour the period of July 1, 2018 through June 30, 2019.

ABC Code/Funding Source $297,000.00
1100-053-9350-2512-3291 Operating ($197,000.00)
9CPX-G53-9380-251G-3291 Grants ($100,000.00)

A-9
Categorical/Grant Fund/Operating Budget: $240,000 Contract Amendment with Donald Wilson Consulting Group – Financial Systems Analysis and Report Development
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of Contract No. 820/F13, originally entered into with Donald Wilson Consulting Group, pursuant to Resolution No. A-22, approved by the School Reform Commission on June 19, 2013, as amended, to extend for one-year the term of the contract from its current scheduled expiration date of June 30, 2018 through June 30, 2019, for an additional amount of $240,000 to provide budget and expenditure analysis required to refine and update expenditure projections, to better align the School District's budget, expenditure and accounting practices and to develop and produce quarterly financial projections.

Description: The District is in the process of selecting, through a competitive process, a vendor to bring the District's existing Enterprise Resource Planning (ERP) system up to current standards to facilitate improved resource planning and management. Donald Wilson has extensive and varied expertise in accounting, budgeting, and reporting concepts, systems and software generally, and extensive experience of District systems and processes in particular. Donald Wilson's knowledge, skills and abilities are valuable to the ongoing District Finance operation. Importantly as well, Donald Wilson's knowledge and expertise will be essential with regards to the successful implementation of an updated ERP system. Therefore, the District seeks to extend the current contract with Donald Wilson for an additional year.

The services currently performed by Donald Wilson were competitively procured and awarded through RFP 361 completed in January, 2013. Three vendors responded: Donald Wilson Consulting Group, PCG Education, and Bazilio Cobb Associates. Based on an estimated 2,222 hours of work and the hourly rates and expenses submitted by the vendors, the price submitted by Donald Wilson Consulting Group was $240,000, the price submitted by PCG Education was $417,736, and the price submitted Bazilio Cobb

Associates was $265,751. It was in the best interest of the District to select the incumbent vendor.

This resolution represents the continuation of services that have been rendered to Finance since FY06. Donald Wilson Consulting Group brings a package of skills and abilities with regards to Advantage system knowledge, accounting experience, analytical skills, and extensive report writing skills that have been critical to Finance's ability to develop expenditures projections with a high degree of granularity and confidence. In addition, Mr. Wilson continues to perform the analysis required to refine expenditure projections, to better align District budget, expenditure, and accounting practices, and to identify and document improvements in accounting practices to ensure that a complete financial picture is presented on a regular basis. This is particularly important given senior management's growing need for timely and detailed financial information and analysis. In addition, Mr. Wilson's experience will help ensure a successful implementation of an updated ERP system.

ABC Code/Funding Source $240,000.00
1100-053-9350-2512-3291 Operating ($220,000.00)
9CPX-G53-9380-251G-3291 Grants ($20,000.00)

A-10
Request for Approval of Act 80 Expenses – Instructional Time
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to submit to the Pennsylvania Department of Education a Request for Approval of Act 80 Exceptions based upon Section 1504 of the Public School Code (Act 80), permitting certain scheduled activities to count as pupil instructional time to assure that the School District meets the requirement of at least 180 days of instruction or to the daily school hours, for the 2017/2018 school year.

Description: The approved calendar for 2017/2018 consists of 188 days, less twelve (12) days that pupils will not be in attendance for kindergarten and seven (7) days for pre-kindergarten, elementary and secondary grades. These days consist of: four professional development days, one reorganization (academic year preparation) day and five parent/teacher conference days (kindergarten) at the beginning of the year, one professional development day during the school year and a year end organization/ transition day. By requesting that these scheduled activities be permitted to count as instructional days, if necessary, the School District will remain in compliance with the 180 instructional day requirement and would prevent any funding penalties.

ABC Code/Funding Source N/A

A-11
Categorical/Grant Fund: $257,750 Contracts with Jounce Partners, Inc., The New Teacher Project, Hendy Avenue Consulting – Independence Mission 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 Jounce Partners, Inc. to provide leadership training and coaching in the Independence Mission Schools (IMS), for an amount not to exceed $85,000.00, for the period commencing February 16, 2018 through August 31, 2018, and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with

The New Teacher Project (TNTP) to provide professional development to all teachers and leaders in the IMS schools on the Common Core State Standards and the TNTP Core rubric. TNTP will also provide leadership coaching for principals and assistant principals, for an amount not to exceed $96,600.00, for the period commencing February 16, 2018 through August 31, 2018, and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with Hendy Avenue Consulting to provide IMS school leader support, to collect instructional data, to collect feedback and recommend changes to the TNTP Core Rubric and to provide support in updating a tool to be used to analyze school specific and network-wide data, for an amount not to exceed $76,050.00, for the period commencing February 16, 2018 through May 31, 2018.

Description: The School District of Philadelphia receives a Title II Part A award through the Pennsylvania Department of Education. The Title II award is subject to Equitable Share for non-public schools. The Title II Equitable Share allocation is used to provide professional development services to the nonpublic schools that generate the allocations. Services are determined by and agreed upon via consultation between the school district and the nonpublic schools. Through consultation with the IMS, it was determined that the 2017-18 Title II allocation generated by the IMS schools should be used to develop leader and teacher effectiveness and knowledge of the Common Core State Standards and the TNTP Core Rubric. Each of the services described was subject to an informal competitive quotation process and the three vendors selected were most responsive to meeting the needs of the IMS. Jounce Partners, TNTP and Hendy Avenue Consulting will be providing the services described below.
Jounce Partners, Inc. will train and coach assistant principals on the core elements of effective high frequency, high intensity coaching. Jounce Partners will also train and coach instructional leaders on effective coaching techniques and classroom practices at five IMS schools with the goal of preparing teachers to move into instructional leadership roles and effectively coach other teachers.

TNTP will organize and conduct professional development sessions that prepare teachers to deliver a Common Core aligned lesson with students. School leaders will then be responsible for leading their school through a school based reflection process after delivery of lessons. ELA sessions will push participants on the purpose and urgency of using complex text, while building skill with using texts through rigorous, text dependent questions. Math sessions will build on participant knowledge of the shifts, further developing the ability to prioritize the most important work of the grade for their own classroom planning and increase the cognitive demands of students. In addition, participants will prepare their lessons with an eye towards demonstration of learning in order to develop concrete ideas and tools they can bring back to their classrooms.

TNTP will also conduct s Leadership Coaching Program for IMS principals and assistant principals. TNTP will: 1) develop a vision of academic excellence with the principals and assistant principals aligned with the Chief Academic Officer's vision and goals for excellent teaching and student achievement; 2) build the capacity of principals and assistant principals to communicate their vision of academic excellence to their teachers and develop their teachers' ability to execute toward this vision; 3) monitor progress to ensure the principal and the assistant principal development yields changes in management strategies and teachers' classroom practice aligned with goals; and 4) conduct bi-weekly coaching sessions, in-person and virtually, to support principals and assistant principals in achieving the goals set forth. The TNTP leadership coach will work side-by-side with principals and assistant principals in schools, providing the opportunity to practice coaching teachers with immediate feedback. Virtual coaching sessions will be utilized to monitor progress, discuss challenges and plan for upcoming in-

person coaching sessions.

Hendy Avenue Consulting will support the leadership team at six IMS schools. Hendy Avenue will conduct co-observations of instruction and the use of the TNTP Core rubric and will support calibration efforts and feedback to the teachers observed. Hendy Avenue Consulting will also gather classroom data for a cross-network analysis of instructional practices; collect feedback and make recommendations for changes and additions to the TNTP Core rubric; support change management regarding implementation; and provide technical assistance on a data tool to capture observation data and understand trends within a school and across the IMS network.

ABC Code/Funding Source $257,750.00
334X-G10-9610-2272-3291 Title IIA

Student Support Services
A-12
Categorical/Grant Fund: $253,500 Acceptance of Academic Parent Teacher Teams Subgrant from WestEd; Acceptance of Donated Services from WestEd; MOU with WestEd
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept a subgrant from WestEd, if awarded, of up to $253,500, originating from a grant between the William Penn Foundation and WestEd, to implement the evidence-based Academic Parent Teacher Teams (APTT) model in nine District elementary schools, that aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration to strengthen family engagement, for the period commencing February 16, 2018 through June 30, 2020; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation from WestEd the donation of training, coaching and technical assistance to implement the APTT in nine District elementary schools, valued at $506,900; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, contingent upon receipt of this donation, to execute, deliver and perform a Memorandum of Understanding, in the form acceptable to the Office of General Counsel and the Office of Risk Management, with WestEd, to provide these services in District schools, for the period commencing February 16, 2018 through June 30, 2020.

Description: The purpose of this resolution is threefold: 1) to authorize the acceptance of a monetary subgrant from WestEd, sponsored by the William Penn Foundation; 2) to accept the donation of training, coaching and technical assistance for school district teachers and administrators; and 3) implement the Academic Parent Teacher Teams (APTT) model in nine elementary schools, selected through an application process that demonstrates school-readiness to implement a new effective approach to engage families that supports student learning.

Academic Parent Teacher Teams (APTT) is a systematic process that builds and sustains family engagement and leadership through professional development and dual capacity-building that result in strong family-school partnerships. The goal of this partnership is to empower both teachers and families with targeted information, tools, and strategies that can enrich the home learning environment. The objectives of APTT training and technical assistance are to build the capacity of:

--teachers to engage families in student learning goals,
--administrators to grow and sustain family engagement practices,
--families to support their child's learning goals, and
--staff to create systematic process for school and family partnerships to align with school improvement goals.

The APTT model supplements and elevates the efforts of traditional parent conferences by expanding opportunities for families and teachers to collaborate. This format creates a systematic pathway for teachers to share grade-level information, tools, and strategies that families can apply at home and in the community to accelerate students' learning. By implementing APTT, schools take responsibility for engaging in a collaborative process to build strong relationships with families and empowering their students' families to make concrete contributions to student growth and achievement.

Families attend three 75-minute team meetings each year and one individual session with the classroom teacher. The team meetings give families opportunities to learn and contribute in a collaborative environment. Families learn important grade-level information about foundational level skills and effective, engaging home practices.

The first phase in the APTT implementation process is a six-month awareness and preparation phase. WestEd will work collaboratively with the district to plan for and assemble a cohort of nine ready schools to implement APTT. The work includes developing a plan to share family engagement research and best practices with district and school leaders; developing knowledge and understanding of the APTT model of family engagement and application with schools and families; and developing an application, rubric, and selection process for eligible schools to be part of the process.

The second phase in the APTT implementation process is a two-day intensive training for teachers, school support staff, school and district administrators across offices and units, and individuals from local organizations working in partnership with schools in the district. Through activities and discussions, they will experience a paradigm shift from a parent involvement to a family engagement model and develop skills to incorporate APTT's family engagement approach in their everyday practices and interactions with parents and caregivers. Activities include videos, documents, and additional exercises about APTT's essential elements for strategically connecting families and schools. They include:
--Meaningful Partnerships to facilitate the development of strong, trusting relationships that lead to collaboration and mutual support,
--Improved Communication to help families gain a deep and practical understanding of their shared responsibility for student learning growth,
--Shared Data to increase knowledge and understanding of measures of success to cultivate high expectations and goals, and
--Access to Resources to provide families materials, trainings, and hands-on opportunities to support continued learning and shared responsibility to improve student outcomes.

For all APTT meetings with families, the model ensures that administrators and teachers incorporate six critical elements for successful family engagement:
1. Welcome and Team Building: facilitates the development of strong, trusting relationships that lead to collaboration and mutual support beyond the classroom.
2. Teaching Foundational Grade-Level Skills: helps families gain a practical understanding of the skill and how it can be applied to support student learning.
3. Sharing Data: increases families' knowledge of and comfort level with academic measures of success

and to cultivate high expectations and shared responsibility for student learning growth.
4. Teacher Modeling: promotes growth in the selected foundational grade-level skills by demonstrating and discussing exercises with families.
5. Family Practicing of Activities: supports family engagement in activities that promote student growth in the foundational grade-level skills by providing families materials and hands-on opportunities.
6. Setting SMART (Specific, Measurable, Actionable, Realistic, and Time-Bound) Goals: helps families as they take an active role in setting high expectations and monitoring their child's growth and achievement.

By implementing these activities and practices, families are not only welcomed but encouraged to engage in partnerships with schools and districts.

ABC Code/Funding Source $253,500.00

A-13
Categorical/Grant Fund: Extension of Grant Acceptance from Community Behavioral Health – Reinvestment Fund and Drexel University
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to amend the acceptance period of a grant from Community Behavioral Health, originally authorized pursuant to Resolution A-40, approved by the School Reform Commission on August 17, 2017, by extending the term of the grant acceptance period from its original scheduled expiration date of August 30, 2018 through December 31, 2019, as a result of the project starting later than anticipated.

Description: This strategy is designed to create more coordinated support when a child presents with challenging behaviors. It aims to ensure wellness for all youth and families by identifying drivers of behavioral issues early and connecting children and families to appropriate resources. Early and proactive intervention will reduce missed instructional time and provide appropriate supports to prevent children going into crisis. The strategy to be piloted is to add a Master's level Social Worker and a Master's level School Behavior Consultant to selected schools.

Social Workers will be added to 21 schools and will serve to identify the needs of a youth and family that are interfering with learning, attendance, and positive behavior via screenings and assessments. Such needs range from social supports, navigating involvement in other systems to referral for behavioral health evaluation and treatment opportunities. The social worker will work with the School's Tier 2 Team.

School Behavior Consultants will be added to a smaller number of schools and will provide consultation on multiple levels including school-wide and classroom-wide behavioral interventions, classroom management techniques, and individual behavioral health needs of students. The behavior consultant will participate in the School's Tier 1 and Tier 2 Team.

The proposed strategy will support the school in identifying and addressing behaviors for all children (without regard to insurance status) across a continuum of needs:

Tier 1: Universal supports for a positive school climate and social emotional wellness;
Tier 2: Youth at Risk and for whom social emotional issues may be a barrier to academic success;
Tier 3: Youth with a diagnosed behavioral health issue and who require intensive treatment.

ABC Code/Funding Source N/A

A-14
Donation: $60,000 Amendment of Acceptance of Donation of Services from The Center for Supportive Services; $90,000 Acceptance of Grant from The Center for Supportive Services; Memorandum of Understanding – Peer Group Connection Model
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to amend the period for the acceptance donation of services from The Center for Supportive Schools (CSS) in four District schools, authorized by Resolution No. A-4, approved by the School Reform Commission on September 14, 2017, from its original scheduled expiration date of June 30, 2018 through June 30, 2020; and to increase the amount of the donation of services by an additional $60,000, from $439,500 approved by Resolution A-4 to an amount not to exceed $499,500, to implement the Peer Group Connections Model at Sayre High School,
And be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a Memorandum of Understanding, in the form acceptable to the Office of General Counsel and the Office of Risk Management, with The Center for Supportive Schools, to provide these services at five District schools, for the period through June 30, 2020; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation a grant from The Center for Supportive Schools to cover in school costs and stipends for the Peer Group Connection Model in the amount of $90,000 and to support an evaluation by the School District's Office of Research and Evaluation of the Peer Group Connections model as implemented in the School District, for an amount not to exceed $38,000, for a total amount not to exceed $128,000, for the period commencing January 18, 2018 through June 30, 2020.

Description: Peer Group Connections will improve educational outcomes for students in Philadelphia high schools through the implementation and evaluation of an evidence-based, peer group mentoring and high school transition program. CSS will implement, in partnership with the School District of Philadelphia (SDP), the Peer Group Connection (PGC) program, an evidence-based, high school program that provides a continuum of support to students as they transition from middle to high school. PGC is a group mentoring model in which high school juniors and seniors are trained to become mentors and positive role models for 9th graders to help the freshmen make a successful transition to high school. PGC trains select school faculty to prepare older students, specifically high school juniors and seniors, to mentor and educate younger students, specifically freshman. PGC is implemented as follows:
- PGC begins with the assembly of a stakeholder team of administrators, faculty, parents, and/or community members who support PGC implementation and long-term sustainability.
- Carefully selected faculty members, whom we call faculty advisors, participate in an 11-day daily, 45-minute leadership development class (i.e., an elective course for credit) to become peer mentors, positive role models, and discussion leaders for 9th graders.

On September 14, 2017 resolution A-4 authorized the District to accept donated services from The Center for Supportive Schools for 4 comprehensive high schools. The 4 schools include Ben Franklin High School, Kensington High School, South Philadelphia High School, and Northeast High School. This resolution expands the scope of this project by accepting donated services to be used for an additional

school. The school selected is Sayre High School . The resolution also includes the acceptance of funds directly by the 5 schools receiving the donated services. Those funds will be used to cover in-school costs and stipends as schools implement the Peer Group Connection Model. Additional funds will also be used to cover costs for The Office of Research and Evaluation to support an evaluation of this initiative.

ABC Code/Funding Source $150,000.00

Evaluation, Research and Accountability
A-15
Categorical/Grant Fund: $70,000 Contract with National Student Clearinghouse – College Enrollment Data
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with the National Student Clearinghouse, to obtain college enrollment and graduation information about the School District's high school graduates, for an amount up to $70,000, for the period commencing March 1, 2018 through February 28, 2021.

Description: StudentTracker for High Schools is a unique program designed to help the District track college matriculation and persistence. The data release program will enable us to answer key questions such as:
- How many of our high school graduates enroll in college?
- Do they persist and graduate from college?
- How long does it take for them to get their degree?
- Do they go in or out of state, and do they attend a 4-year or 2-year school?
- Which colleges do they most commonly attend?

ABC Code/Funding Source $70,000.00
1100-051-9340-2369-3311 FY17-FY18 ($17,500.00)
1100-051-9340-2369-3311 FY18-FY19 ($17,500.00)
1100-051-9340-2369-3311 FY19-FY20 ($17,500.00)
1100-051-9340-2369-3311 FY20-FY21 ($17,500.00)

Operations
A-16
Operating Budget: $120,000 Contract with Berkshire Company – Print Shop Consulting Services
RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a professional services contract with Berkshire, Co., to provide print shop consulting services for an amount not to exceed $60,000, during the period of February 16, 2018 through January 31, 2019, with an option to extend the contract, to allow for project completion, for up to an additional year and for an amount not to exceed an additional $60,000, subject to funding, for the period of February 1, 2019 through January 31, 2020, for a total amount not to exceed $120,000.

Description: The proposed award represents the completion of RFP-560, issued by Procurement on October 4, 2017. Two vendors responded to the solicitation, those two vendors were: Berkshire, Co. and Ricoh USA, Inc.

This contract will establish a source for print shop consulting services. The contract will be managed and

used by the Office of Procurement Services to evaluate the operations, technology, and finances of the District's Print Shop in order to determine how it can generate more revenue while still providing superior service to its internal customers.

The District's Print Shop has operated at a deficit for several years. While the printing operation is a valuable internal resource for both schools and offices, the District should find ways to make it financially sustainable. The Office of Procurement Services, which oversees the Print Shop, will use these services to audit the department's current financial and operational health. Areas of focus will include staffing, shift production schedules, workflow, software and hardware, equipment processing volumes, service contracts, budget reports, and charge-back reports. Once the audit is complete, Print Shop and Procurement staff will meet with consultants to discuss the methodology of the audit, the current state of Print Shop operations, and recommendations for increasing revenue and other potential areas that maybe determined during the evaluation process.

ABC Code/Funding Source $120,000.00
1100-032-9480-2523-3311 FY18 ($25,000.00)
1100-032-9448-2523-3311 FY19 ($60,000.00)
1100-032-9480-2523-3311 FY20 ($35,000.00)

A-17
Operating Budget: $153,227 Contract with American Uniform Sales – School Police Uniforms
RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, pursuant to the requirements contract of supplies and/or a combination of supplies and services, for purchases costing $25,000 or more, to execute, deliver and perform a contract with American Uniform Sales, Inc., to purchase school police uniforms, for an amount not to exceed $153,227, subject to funding, for the period commencing February 16, 2018 through January 31, 2020.

Description: This proposed award represents completion of the public solicitation under A18-65912, School Police Uniforms, issued by Procurement on 11/14/2017. The bid due date was 12/5/2017. This solicitation was sent to nineteen (19) vendors including our host of area assist agencies. Ten (10) companies downloaded the solicitation and one (1) vendor responded. This award establishes a source for school police uniforms.

The vendor that submitted a bid was American Uniform Sales, Inc.

This contract will be utilized and managed by the Office of School Safety to ensure that every School District Officer is provided with the proper uniform attire.

ABC Code/Funding Source $153,227.00
1100-034-9560-2661-6142 FY18 ($30,000.00)
1100-034-9560-2661-6142 FY19 ($76,613.00)
1100-034-9560-2661-6142 FY20 ($46,614.00)

A-18

Operating Budget: $200,000 Contract Amendment with Pannulla Construction Company, Inc. – Concrete Block Repairs

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform an amendment of contract B-002 G of 2016/17 with Pannulla Construction Co., Inc., for concrete block repairs, pursuant to Resolution No. A-2, approved by the School Reform Commission on October 20, 2016, by exercising the first renewal option, by increasing the amount of the contract by an additional $200,000, from the $200,000 approved by Resolution A-2, to an aggregate amount not to exceed $400,000, and by extending the term of the contract from its expiration date of June 30, 2018 through June 30, 2019.

Description: This amendment increases the award for the District's On-Call Concrete Block repairs contract for an additional one year term.

This contract provides Facilities Management and Operations with immediate response capabilities to initiate and complete concrete block repairs, on an as needed basis, throughout the School District of Philadelphia.

Spec: B-002 G of 2016/17: General Service Contract - Concrete Block Repairs
Various locations throughout the School District
Pannulla Construction Co., Inc. - Not To Exceed $200,000.00
454-456 Conarroe St., Ste. 1
Philadelphia, Pennsylvania 19128

ABC Code/Funding Source $200,000.00
1100-031-9270-2621-4541 Operating

A-19

Operating Budget: $200,000 Contract Amendment with Gessler Construction Company, Inc. – Asphalt Repairs

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform an amendment of contract B-001 G of 2016/17 with Gessler Construction Co., Inc., for asphalt repairs, pursuant to Resolution no. A-1, approved by the School Reform Commission on October 20, 2016, by exercising the first renewal option, by increasing the amount of the contract by an additional $200,000, from the $200,000 approved by Resolution A-1, to an aggregate amount not to exceed $400,000, and by extending the term of the contract from its expiration date of June 30, 2018 through June 30, 2019.

Description: This amendment increases the award for the District's On-Call Asphalt repairs contract for an additional one year term.

This Contract provides Facilities Management and Operations with immediate response capabilities to initiate and complete asphalt repairs, on an as needed basis, throughout the School District of Philadelphia.

Spec: B-001 G of 2016/17: General Service Contract ¿ Asphalt Repairs
Various locations throughout the School District
Gessler Construction Co., Inc. ¿ Not to exceed $400,000.

565 East St. Andrew Drive
Media, Pennsylvania 19063

ABC Code/Funding Source $200,000.00
1100-031-9270-2621-4541 Operating

A-20
Withdrawn by Staff 2.9.18

A-21
Capital Fund: $200,828 Authorization of New 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 $200,828.00.

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 $200,828.00
Various

A-22
Capital Fund: $110,000 Contracts for Furniture and Equipment Acquisition
RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute and deliver contracts to purchase furniture and equipment for Moore Elementary School, which is receiving an eight (8) classroom modular building in an amount not to exceed $110,000 from the period of February 16, 2018 through June 30, 2018.

Description: The School District of Philadelphia, through the Office of Capital Programs, has granted approval to engage in the procurement and installation of an eight (8) classroom modular building at the Moore Elementary School. The existing Annex had been determined to be in poor condition, especially with reference to the electrical system, required physical educational upgrades and was located in an area prone to flooding. A decision was made to purchase a new modular building rather than repair the existing Annex. The modular building will be dedicated to the second grade classrooms currently located in the Annex.

This resolution is in support of the School District of Philadelphia's Action Plan 3.0, Action 9, Anchor Goal 2 to provide a well-resourced, clean, comfortable, healthy, and safe school environment conducive to teaching and learning. The resolution also supports Action Plan 5, Anchor Goal 2 to provide a literacy rich continuum and have 100 % reading proficiency by age 8.

The Facilities Condition Assessment (FCA) at this location is 32.82. The School Progress Report (SPR) at this location is 62.

In order to provide a learning environment conducive to support literacy educational program delivery, furniture and technological equipment will be procured to support literacy based center instruction. The result will be learning spaces where students and teachers, as facilitators, will have resources available to engage learners in literacy acquisition.

Furniture and equipment will be procured from the below vendors who have submitted quotes and are approved contract providers with the School District of Philadelphia.

Reed Associates - PA DGS 4400009434, PA DGS 4400009489, PA DGS 4400009472
School Specialty - NJPA, TCPN
Adelphia by Datum - PA Costars

ABC Code/Funding Source $110,000.00
8D16-065-8310-4600-7631 Capital

A-23
Lease with City of Philadelphia at McArdle Playground – 2899-2951 Welsh Road
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a Lease Agreement with the Philadelphia Municipal Authority for the lease of approximately 22,280 square feet of improved land, including playground equipment, a paved hockey rink and other improvements located at 2899-2951 Welsh Road, Philadelphia PA, (the "Premises") for a twenty-five (25) year period commencing on February 1, 2018 and ending on January 31, 2043, at a rate of $1.00/year, to be subleased by the Philadelphia Municipal Authority to the City of Philadelphia. The Philadelphia Municipal Authority and the City of Philadelphia shall accept the Premises "AS IS, WHERE IS" and shall be responsible for the procurement, performance and payment of costs for all maintenance, repairs due to vandalism, capital improvements, utilities, trash and recycling removal, snow removal. During the term of the Lease Agreement, the City of Philadelphia, through the Department of Public Property and the Department of Parks and Recreation, shall be authorized to install a new playground and make other improvements to benefit the surrounding community. The terms of the Lease Agreement, the Sublease Agreement, and the proposed new playground and other improvement on the Premises must be acceptable to the School District's Office of Capital Programs, Office of General Counsel and Office of Risk Management.

Description: The City of Philadelphia, through the Department of Parks and Recreation, has leased from The School District of Philadelphia ("School District") for many years approximately 22,280 square feet of improved land, located at 2899-2951 Welsh Road, Philadelphia PA ("Premises"), which is known as the McArdle Playground. During the term of the prior lease, which has expired, the City made improvements to the Premises. This resolution authorizes the School District to enter into a new lease with the Philadelphia Municipal Authority for a twenty-five (25) year period commencing on February 1, 2018 and ending on January 31, 2043, at a rate of $1.00/year. The Philadelphia Municipal Authority shall sublease the Premises to the City of Philadelphia. During the term of the lease and the term of the sublease, the City thorough the Department of Public Property and the Department of Parks and Recreation, plans to install a new playground and make other improvements that will benefit both the school and the surrounding community. The project will include (i) a new asphalt surface, (ii) age appropriate play areas for 2 to 5 year olds and 5 to 12 year olds, (iii) resurfacing of the basketball court and the installation of new backstops, (iv) new benches and litter receptacles, (v) upgraded chain link fencing, (vi) new swing sets, (vi) painted tricycle track and games, (vii) re-seeded lawn areas and other

new landscaping and (viii) repair of brick retaining wall. The City has been working with, and will continue to work with, the Office of Capital Programs on the design of the improvements. The Philadelphia Municipal Authority and the City of Philadelphia shall accept the Premises "AS IS, WHERE IS" and shall be responsible for the procurement, performance and payment of costs for all maintenance, repairs due to vandalism, capital improvements, utilities, trash and recycling removal, snow removal.

ABC Code/Funding Source N/A

A-24 ***(Updated 2.9.18)***
Operating Budget: $4,800 Ratification of Contract with Bernie Hoffman – Professional Development
RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery and performance by The School District of Philadelphia, through the Superintendent, of a contract with Bernard Hoffman to provide in-service professional development to School Police Officers, Administrators and school based Safety Teams, for an amount not to exceed $4,800, for the period commencing March 1, 2017 through June 30, 2017.

Description: This ratifying resolution is submitted in order to seek approval for in-school, in-service professional development for School Police Officers, School Administrators and school based Safety Teams. This request should have been an Amendment to an original Limited Contract. Due to the resignation of a staff member in the Fall of 2016, the need for an amendment was not brought forward when the work of the original LCA was completed. In the future, we have identified 2 supervisory staff members to oversee and manage all Limited Contracts for accuracy and fiscal oversight. This requested amount is fully reimbursed by the PA Department of Education.

ABC Code/Funding Source $4,800.00
1100-034-9560-2661-3291 Operating

Executive
A-25
Donation: $55,000 Ratification of Acceptance of Donation of Services from David Evan Rudall aka Kenwood Education Advising; Memorandum of Understanding
RESOLVED, that the School Reform Commission ratifies the acceptance by the School District of Philadelphia, through the Superintendent or his designee, with appreciation, from David Evan Rudall (Kenwood Education Advising) the donation of strategic planning and executive facilitation services to create a high quality and accessible plan update that will bring a clear focus to all aspects of our work so that every decision, action and investment creates access and opportunity for all students, valued at $50,000, 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 or his designee, of a Memorandum of Understanding, contingent upon receipt of this donation, in the form acceptable to the Office of General Counsel and the Office of Risk Management, with David Evan Rudall (Kenwood Education Advising), to provide these services to the School District, for the period commencing December 1, 2017 through February 28, 2018.

Description: This project will result in the creation of areas of focus and key actions that will advance achievement of the goals in Action Plan 3.0. The project will help direct, focus and continue the work the District has done to improve academic outcomes for all grades. In addition, the plan update will bring a

clear equity focus to all aspects of the work so that every decision, action and investment creates access and opportunity for all students.

David Evan Rudall will provide expertise to help us articulate our progress and the path forward and to identify ways to infuse equity within all of our goals and activities. District and school leaders will provide expert input around progress and needed next steps. David Evan Rudall will provide short-term capacity to quickly create high quality and accessible areas of focus and key actions.

ABC Code/Funding Source $55,000.00

Operations
A-26 *(Added 1.31.18)*
Categorical/Grant Fund: $2,000,000 Authorization to Apply for and Accept Alternative and Clean Energy Grant and Solar Energy Program Grant from the PA Department of Economic Development – Solis Cohen Elementary School
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee: (i) to apply for and to accept, if awarded, an Alternative and Clean Energy (ACE) and a Solar Energy Program (SER) grant, for an amount not to exceed $2,000,000, from the Commonwealth Financing Authority, through the Pennsylvania Department of Economic Development, to be used for the new Solis-Cohen Elementary School, a school that will be designed to meet U.S. Green Building Council LEED Gold Certification for sustainability; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes and designates William R. Hite, Jr., Superintendent or his designee as the official to execute all documents and agreements between The School District of Philadelphia and the Commonwealth Financing Authority to facilitate and assist in obtaining the requested grant.

Description: The adopted Capital Improvement Plan (CIP) for FY2016-17 includes the construction of a replacement facility for the Solomon Solis Cohen Elementary School. The construction of a new educational facility is for students in grades Pre-Kindergarten through fifth grade. The design firm of Crabtree, Rohrbaugh & Associates has been awarded the contract for the Architectural and Engineering design services for the new elementary school. The current design is anticipated to meet LEED Silver Certification Standards. The addition grant funding will allow design upgrades to achieve Gold Certification.

Sustainability for schools includes improved energy efficient mechanical systems, recycled and regional materials, water use reductions, improved air quality standards for students and staff, improved thermal and lighting systems and improved acoustics for learning.

If the Grant is received, it would be anticipated, $500,000 would be used to offset the cost increase to design to a gold certified building, and the remaining $1,500,000 to reduce the overall cost of the school construction project.

The Facility Condition Index (FCI) score for this location is 37.79%. The School Progress Report (SPR) for Solis Cohen is 35.

ABC Code/Funding Source $2,000,000.00

A-27 ***(Added 1.31.18)***
Categorical Grant Fund: $300,000 Acceptance of Grant from the Philadelphia Authority for Industrial Development; Contracts with Field Turf USA, Inc., George Ely & Associates, Inc, and Recreation Resource USA – Playground Site Improvements – Duckrey Elementary School
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation a grant from the Philadelphia Authority for Industrial Development for an amount up to $300,000 to purchase and install playground equipment and other site improvements at Tanner Duckrey School, for the period commencing February 17, 2018 through June 30, 2019; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, contingent upon receipt of this grant, to execute, deliver and perform a contract with FieldTurf USA, Inc. to perform site improvements and playground surfacing at Tanner Duckrey School, for an amount not to exceed $200,000, for the period commencing February 17, 2018 through June 30, 2019; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, contingent upon receipt of this grant, to execute, deliver and perform a contract with George Ely and Associates, Inc., to install playground equipment and safety surfacing at Tanner Duckrey School, for an amount not to exceed $85,000, for the period commencing February 17, 2018 through June 30, 2019; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, contingent upon receipt of this grant, to execute, deliver and perform a contract with Recreation Resource USA to install site furnishings at Tanner Duckrey School, for an amount not to exceed $15,000, for the period commencing February 17, 2018 through June 30, 2019.

Description: The contracts will involve the purchase and installation of site improvements within the northwest area of the Tanner Duckrey schoolyard. The Improvements will include the installation of play equipment, safety and play surfacing, and an accessible concrete sidewalk that connects the schoolyard to 15th Street. The contract will also involve the installation of perennials, a canopy tree, and benches adjacent to the play equipment. The improvements will be purchased and installed through KPN and COSTARS cooperative contracts.

The Facility Condition Index (FCI) score for this location is 37.79%. The School Progress Report (SPR) for Tanner Duckrey is 28. (Watch)

ABC Code/Funding Source $300,000.00

A-28 ***(Added 1.31.18)***
Authorization of Lease Renewal with Quality Community Health Care, Inc. at George Meade Elementary School
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a three-month renewal of the lease agreement, originally entered into with Quality Community Health Care, Inc., for use as a federally-funded school based community health center at General George C. Meade Elementary School, pursuant to Resolution No. A-21, approved by the School Reform Commission on April 16, 2008 (which initial

lease terms expired on March 31, 2011), which lease was renewed pursuant to Resolution No. A-1, approved by the School Reform Commission on March 15, 2012, (which renewal term expired on March 31, 2013), which lease was renewed pursuant to Resolution No. A-8 approved by the School Reform Commission on March 21, 2013 (which term expired on March 31, 2014), which lease renewed pursuant to Resolution No. A-6 approved by the School Reform Commission on March 20, 2014 (which renewal term expired on March 31, 2015), which lease was renewed pursuant to Resolution A-3 approved by the School Reform Commission on March 19, 2015 (which renewal term expired on March 31, 2016), and which lease was renewed pursuant to Resolution A-22 approved by the School Reform Commission on March 17, 2016 (which lease renewal expired on March 31, 2017) and which lease was renewed pursuant to Resolution A-11 approved by the School Reformed Commission on March 16, 2017(which renewal term expires on March 31, 2018), for a rental amount not to exceed $8,700 per year (1,550 square feet at a rental rate of $5.61 per square foot) to be paid monthly, for the period commencing on April 1, 2018 through June 30, 2018. The School District will be responsible for all utilities and snow & ice removal. Quality Community Health Care, Inc. will be responsible for its custodial staff, minor maintenance & repairs, trash and recycling pick-up, security, disposable of medical wastes and a proportionate share of costs for the building engineer for overtime. The rent for any renewal term will increase by 3%. The terms of the renewal lease must be acceptable to the School District of Philadelphia Office of General Counsel and the Office of Risk Management.

Description: The leasing of this space by Quality Community Health Care, Inc. (QCHC) at General George C. Meade Elementary School offers primary care services to the entire community. Services are to be provided by the QCHC primary health care team, which consists of a pediatrician, internal medicine physician, health educator, family practice physician assistant, EMT/medical assistant and support staff.

The following types of medical services are offered: routine physical exams, diagnosis and treatment of acute and chronic illness, treatment of minor injuries, vision, dental and blood pressure screenings, immunizations, nutrition education and weight management and referrals for health services.
This resolution is requesting a 3 month extension on a lease term that expires on March 31, 2018. The School District bases its rental rates on its out of pocket expenses when leasing its buildings to third parties. The rental rate is based on the Tenant, Quality Community Health Care, Inc., assuming responsibility for its custodial staff, minor maintenance & repairs, trash & recycling pick-up, security and disposable of medical wastes. The School District will be responsible for utilities and snow & ice removal.

ABC Code/Funding Source

III. EDUCATION SERVICES

Academic – Donations/Acceptances

B-1

Categorical/Grant Fund: $50,000 Grant Acceptance from CVS Health Workforce Initiatives – Career Exploration Center

Resolved, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept with appreciation, a donation of materials and installation services from CVS Health Workforce Initiatives of a Career Exploration Center, valued at $50,000, which will feature a Mock Pharmacy Technician Training Space at Kensington Health Sciences Academy, for the period commencing February 16, 2018 through December 31, 2020.

Description: This resolution is to accept a donation of materials and installation services from CVS Health Workforce Initiatives to install a Career Exploration Center, which will feature a Mock Pharmacy Technician Training Space at Kensington Health Sciences Academy, and valued at $50,000. The Career Exploration Center will be piloted onsite at the Kensington Health Sciences Academy at no cost to the school district. CVS Health will deliver and assemble the mock - modular pharmacy workstation (since the work station will be modular and built off-site by CVS Health Workforce Initiatives, there will be no structural changes made to the space), training materials, and classroom desks and chairs.

CVS Health Workforce Initiatives is uniting traditional programmatic Workforce Initiative training space with the CTE programs at Kensington Health Sciences Academy to serve at-risk student demographics. The resulting efforts overarching goal is to comprehensively support a specific student population and positively impact its academic success and resulting potential for workforce training success and employment. The Center will be where Health Sciences CTE students receive their hands-on instruction in pharmacy, which is integral to all Health Sciences CTE Programs, and for success in all health sciences professions.

As part of this resolution, CVS Health Workforce Initiatives is committed to providing assistance in application processes, occupational training services to students, and facilitation to apply, as qualified, for employment, internships, externships, or apprenticeships with CVS Health Workforce Initiatives and other employers, as well as technical support for operations and integration with Workforce Initiatives.

B-2
Categorical/Grant Fund: Acceptance of No-Cost Extension of Grant from The William Penn Foundation; Amendment of Contract with Public Health Management Corporation – Kindergarten Transition
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to accept a no-cost extension of the utilization period of a grant from The William Penn Foundation, previously authorized pursuant to Resolution B-6, approved by the School Reform Commission on March 17, 2016, and Resolution B-3, approved by the School Reform Commission on February 16, 2017, to support continued improvements to the School District's efforts to transition students and their families into kindergarten, by extending that grant utilization period from its scheduled expiration date of June 8, 2018 through October 30, 2018; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform an amendment of a contract with Public Health Management Corporation (PHMC), previously authorized pursuant to Resolution B-6, approved by the School Reform Commission on March 17, 2016, and Resolution B-3, approved by the School Reform Commission on February 16, 2017, by extending the term of the contract from its scheduled expiration date of June 8, 2018 through October 30, 2018.

Description: A key component of the School District's Action Plan is Anchor Goal 2, ensuring that students are reading on grade-level by third grade. Creating and sustaining a preK to Grade 3 learning continuum is a significant component to ensuring that third graders have the foundational skills they need for long-term academic success.

The District has been working with community partners like those participating in the "Read! By 4th" campaign to address many of the cross-systems training and support needs between and among the preK and K-12 sectors to enhance PreK-3 instructional alignment. However, the full impact of these efforts will

not be fully realized without a concomitant attention to solving the considerable operational and infrastructure challenges this city confronts around the Kindergarten Transition experience, which include:

-Ensuring that all five-year-olds are identified, registered and enrolled in kindergarten several months before the school year begins so that not only are the children ready for kindergarten, but kindergarten classrooms are ready for the children;

-Ensuring that all families of incoming kindergarteners have an established working protocol around what to expect from their children's teachers and are provided with meaningful tools and activities to facilitate a smooth transition; and

-Ensuring that schools are able to support a smooth transition to kindergarten for all children by meeting each family prior to the start of the school year and reviewing relevant data to plan for the individual instructional needs of each incoming kindergartener.

With funds awarded through a grant from the William Penn Foundation to the School District to support Kindergarten Transition, the School District's Office of Early Childhood Education has developed a successful, formal relationship with Public Health Management Corporation (PHMC) that provides a temporary, full-time individual who works as a Fellow with the District to design and support improvements to its kindergarten transition efforts. Much of this project's success thus far is due to PHMC's unique position as operator of the Southeast Regional Key (SERK), one of five regional keys working in partnership with the Pennsylvania Department of Education to develop and implement an integrated and coordinated system of quality improvements and professional development supports for schools and agencies serving children from birth through age 8. As SERK operator, PHMC enjoys convening authority with most if not all of the community-based early education care agencies in the region, and maintains an experienced team of early learning specialists that is well-versed in the most current academic research and classroom-oriented best practices.

This request for approval of an amendment to the existing PHMC contract is designed to extend the associated professional services for the entire grant award from William Penn Foundation noted above, which was originally authorized by the SRC via Resolution B-1 of 12/17/2015.

ABC Code/Funding Source N/A

B-3
Donation: $627,100 Ratification of Acceptance of Donation of Services and Resources from Philadelphia Writing Project; 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 services and resources from the Philadelphia Writing Project, to provide parent training sessions and professional development opportunities to School District staff at Sheridan School, Solis-Cohen School, and Willard School, valued at $627,100, for the period commencing May 1, 2017 through June 30, 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 Philadelphia Writing Project, 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 grant endorsement and resolution requirements. The Office of Multilingual Curriculum and Programs was only recently made aware of the District being recipient of service delivery through the "Kid Writing" grant awarded to the Philadelphia Writing Project by the William Penn Foundation. To ensure services continue to be rendered by the Philadelphia Writing Project, the Office of Multilingual Curriculum and Programs is submitting this board resolution with the understanding that future District beneficiaries of services will have to adhere to the grant attainment process and resolution procedures prior to service delivery.

Philadelphia Writing Project (PhilWP) was awarded the "Kid Writing" Grant by the William Penn Foundation, in order to assist the School District of Philadelphia (the School District) with building teacher capacity to improve the teaching of "Kid Writing" framework to English as a Second Language (ESL) and K-1 classroom teachers at Farrell School, Sheridan School, Solis-Cohen School, Spruance School, and Willard School. The intent is to transform teacher practice, accelerate students' ability to write, read, and comprehend texts, increase parent support for student learning, and develop infrastructure and capacity for expanding the "Kid Writing" initiative.

It is also the goal of this partnership to build the capacity of parents to engage in "Kid Writing" experiences with their children and support the implementation of "Kid Writing" at home. To achieve this, PhilWP proposes to facilitate four (4) bilingual parent training sessions annually at each school; purchase materials and supplies, including "Kid Writing" Books, alphabet and chunk charts for students, parents, and teachers; as well as offer Sunday literacy workshops by PhilWP Reading Specialists at various local libraries for families.

To ensure sustainability of these initiative, PhilWP will develop videos, student portfolios, photographs, and text materials that will assist schools and District offices on developing a vision for K-1 writing instruction that promote independent student reading and writing. "Kid Writing" workshops will be integrated into the District's "instructional" Writing Workshop model in order to streamline these instructional practices.

Additional activities that PhilWP proposes to carryout are summer institutes for teachers and principals, yearlong professional development and practitioner conferences, youth and family programming, partnerships with arts and community organizations, scholastic art and writing awards, and a walking marathon titled "Walk for Literacy," which looks to raise awareness and combat illiteracy in the City of Philadelphia.

ABC Code/Funding Source $627,100.00

Academic – Contracts/Payments
B-4
Categorical/Grant Fund: $120,000 Contract Amendment with Nulinx International, Inc. – Data Management System for Early Childhood Education
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform an amendment of Contract No. 879/F17, originally entered into with Nulinx International Inc., pursuant to Resolution B-6, approved by the School Reform Commission on January 21, 2016, by extending the term of the contract from its original scheduled expiration date of June 30, 2018 through June 30, 2019 and by increasing the amount

of the contract by an additional $120,000 from $625,000 to an amount not to exceed $745,000, to support continued utilization of the Child Outcome, Planning and Administration (COPA) system for the management of data related to its citywide prekindergarten programming.

Description: The School District of Philadelphia currently provides prekindergarten services to over 10,000 three- and four-year old children in Philadelphia through an array of programs at more than 160 different internal and external sites throughout the city. These programs include Head Start, Pre-K Counts, Bright Futures and PHL-PreK, and are funded through a variety of federal, state, city and local funding sources. All of the programs are managed and coordinated by the School District's Office of Early Childhood Education (OECE). The prekindergarten programs are delivered at school-based centers, stand-alone District centers, and high quality community-based prekindergarten providers who qualify through a competitive RFP process.

The administrative and compliance requirements of each of the funded programs necessitates the collection and analysis of significant amounts of demographic and programmatic data on children and families. Data collection begins with a family's first contact with the program and extends through the child's transition to kindergarten, and includes information on preK applications, enrollment, and waiting lists as well as data on student and family demographics, children's attendance and meals, child health, and family support. The data collected is used to determine a family's eligibility among different programs based on income and other risk factors, to track services including referrals and follow-up documentation, and to report to various stakeholders including federal, state and local funders on services, client demographics, and program statistics. As noted above, services and the related data collection and documentation occur at a wide array of program locations across the city, including District classrooms, partner sites, and the District's Central Office.

The COPA system (Child Outcome, Planning and Administration) offered by Nulinx International Inc. was selected through a competitive RFP process and is being used by all Pre-K programs, both internal and contracted, operated or administered by the School District of Philadelphia. The COPA system uses an Application Service Provider model and is web-based, allowing for data collection in over 500 classrooms as District and partner sites as well as administrative offices. Over the past three years, OECE has required Nulinx to provide numerous customized input fields and reports in order to remain in compliance with all funders and required regulations.

Extension of the current contract will enable the COPA system to continue to meet all of the various reporting and administration needs by:
--Tracking information on children and their families from the time they first apply to the program to their transition to Kindergarten;
--Providing data management that supports the implementation of Head Start, Bright Futures and other prekindergarten programs;
--Supporting program monitoring to help ensure compliance with the Head Start Performance Standards and other federal, state, and local regulations;
--Supporting program reporting including the Federal Head Start Program Information Report (PIR) and PHLPreK city reporting requirements;
--Supporting the management of other subsets of data, such as attendance, meal and snack data, teacher qualifications, and partner center information; and
--Meeting all technical specifications for the School District of Philadelphia.

ABC Code/Funding Source $120,000.00

4A0X-G01-9390-1802-3311 State Head Start (HSSA) Continuation Grant ($80,000.00)
4E1X-G01-9150-1802-3311 PA Pre-K Counts Continuation Grant ($40,000.00)

B-5
Categorical/Grant Fund: Ratification of Amendments of Contracts with Various Vendors – Preschool Programs
RESOLVED, that the School Reform Commission hereby ratifies the execution, delivery, and performance by The School District of Philadelphia, through the Superintendent, of amendments of contracts to be entered into with the following providers of comprehensive pre-k program services, originally authorized pursuant to Resolution No. B-2, approved by the School Reform Commission on June 15, 2017, and Resolution No. B-12, approved by the School Reform Commission on October 19, 2017, for the period commencing July 1, 2017 through June 30, 2018, in the specific individual amounts and for the reason/circumstances indicated below:

Grace Neighborhood Development Corporation - amount decreased by $136,800 from the $2,658,450 approved in Resolution B-2, to an amount not to exceed $2,521,650, due to the redeployment of 19 pre-k service slots to an area of higher demonstrated need for such programming; and

Pratt Street Learning Center - amount increased by $136,800 from the $468,000 approved in Resolutions B-2 and B-12, to an amount not to exceed $604,800, to support the operation of 19 additional pre-k service slots (for a new total of 84 students).

Description: The ratification component of this resolution is being requested in accordance with SRC Policy 820, Subsection 8, regarding acceptance and utilization of grant funding, to the extent that the proposed contractual modifications will be retroactive to July 1, 2017.

The primary objective of this particular resolution is to facilitate the reallocation of 19 high-quality, comprehensive preschool service slots funded through FY18 School District pre-k program grants to an area of the city demonstrating more pervasive need for academic and social services that support children and families living at/below the federally-defined poverty level.

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

ABC Code/Funding Source N/A

B-6
Operating Budget: $111,000 Amendment of Contracts with Deaf Hearing Communication Centre, Inc., and Deaf-Hearing Interface, LLC – Substituting Sign Language Interpreting Services and CART Services
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 contracts originally entered into with Deaf Hearing Communications Centre, Inc. (191/F18) and Deaf-Hearing Interface, LLC (193/F18), pursuant to Resolution B-11, approved by the School Reform Commission on June 15, 2017, by increasing the aggregate amount of the contracts by an additional $111,000 from the $160,000 approved in Resolution B-11 to an aggregate amount not to exceed $271,000.

Description: An additional $111,000 is requested to pay for the cost of retaining two contracted full-time sign language interpreters, from Deaf Hearing Communications Centre (DHCC) and Deaf-Hearing Interface (DHI), to provide services for students at two District schools. The services are required to provide sign language interpreting services for all classes and school-related activities based on students' IEPs. DHCC and/or DHI shall provide the students with a qualified sign language interpreter throughout the school day and for extracurricular activities as required by the students' IEPs. These services will include a total of up to 1,728 hours of interpreting services at a cost of $60.00 per hour plus $30.00 per day for travel expenses.

ABC Code/Funding Source $111,000.00
1901-005-9580-1221-3221

B-7
Operating Budget: $55,000 Contract with 12 Plus – Mentoring Support Services – Kensington Health Sciences Academy
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 12 Plus to provide postsecondary, academic, and mentoring support services for students at Kensington Health Sciences Academy, for an amount not to exceed $55,000, for the period commencing February 16, 2018 through June 30, 2018.

Description: 12 Plus will provide individualized postsecondary, academic, and mentoring support services for grades 9-12 at Kensington Health Sciences Academy. The goal of 12 Plus is to ensure that every student enrolled at Kensington Health Sciences Academy is set on a successful postsecondary pathway.

Over the past five years, 12 Plus has expanded its services to include the entire student population at Kensington Health Sciences Academy as well as assist in the transition for graduating alumni into their respective postsecondary pathways.

The programs and services 12 Plus plans to implement should result in: (1) increase in student academic achievement and engagement, (2) development of key academic and behavioral skills for success in all subject areas including goal setting, note taking, self advocacy, time management, and organizational skills, (3) successful transition into high school for incoming 9th graders, (4) successful transition for graduating 12th graders into their respective postsecondary pathways, (5) improvement in overall school culture and climate, and (6) increase in parental involvement and community support.

To achieve these goals, 12 Plus proposes: (1) daily, individualized postsecondary, academic, and behavioral supports, (2) grade level, academic and behavioral skill building workshops, (3) motivational activities including college and career fairs, guest speakers, alumni panels, and field trips to local universities, (4) intensive summer camp to help incoming students transition into high school, (5) intensive summer advising to help graduating seniors enroll into their respective postsecondary pathways, (6) parental and community meetings, and (7) professional development for teachers to help foster college-going culture into curriculum and school environment.

Kensington Health Sciences Academy surveyed the various vendors available and choose 12 Plus based on the selection criteria of price, availability of volunteers during the summer, the ability to involve and collaborate stakeholders (parents, community, educational partners), and overall program effectiveness.

Kensington Health Sciences Academy is provided with 3 full-time support personnel, 5 days a week in the designated PLUS center located on school grounds. The PLUS center is open to all students both during and after school hours, and is equipped with computers and resources to compliment and bolster college and career readiness. Staff works with students to manage their post-secondary portfolio which includes, but is not limited to, building proper lists, fulfilling school-specific requirements, meeting deadlines, completing and submitting applications, and navigating through the financial process. 12 Plus monitors progress and provides intervention for behavior and academic needs of students to promote post-secondary success.

ABC Code/Funding Source $55,000.00
1100-004-5550-1103-3291

B-8
Operating Budget $8,000 Payments to Various Hotels – Post Season Athletic Events
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to pay invoices from various hotels, including but not limited to: Hilton Garden Inn Hershey, Best Western Lehigh Valley Hotel, Econo Lodge Inn and Suites, and Ramada Inn, for lodging of student athletes, coaches, and chaperones for post-season athletic competitions, for an aggregate amount not to exceed $8,000, for the period commencing February 16, 2018 through June 30, 2018.

Description: The purpose of this resolution is to authorize the payment of invoices to various hotels for the lodging expenses of participating high schools, to allow for student participation in all post season athletic competitions. The spending threshold for a single vendor was exceeded for the Limited Contract Agreement mechanism, thus posing the need for a resolution.

ABC Code/Funding Source $8,000.00
1100-004-9JQ0-3252-5831 Operating

B-9
Categorical/Grant Fund: $15,744,226.38 Contract with Children's Literacy Initiative – Early Literacy Specialists 2018-2019
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with Children's Literacy Initiative to identify, recruit and provide qualified Early Literacy Specialists to deliver early literacy professional development and related programming for eligible elementary schools that have participated in the District's Early Literacy Summer Workshop Series, for an amount not to exceed $15,744,226.38 for the period commencing July 1, 2018 through June 30, 2019.

Description: The purpose of this resolution is to seek authorization to contract with Children's Literacy Initiative (CLI), a 501(c)(3) non-profit corporation, to recruit and hire up to 125 Early Literacy Specialists who will have the responsibility of working directly with the school leader, teachers and other instructional staff serving Kindergarten through Grade 3 in the designated schools to build employee expertise in high quality, evidence-based early literacy instruction to support the District's overall work towards meeting Anchor Goal 2, ensuring all students are reading on grade level by age 8.

CLI was selected for this work through a competitive Request for Proposals (RFP 433 dated August 20, 2014) that was issued and supervised by the District's Office of Procurement. Four (4) vendors submitted

proposals in response to RFP 433. A District panel comprised of representation from multiple departments (Academics, Budget and Operations) selected CLI as the most qualified and responsible bidder based on content expertise, reasonableness of cost, and project management capability.
Each of the designated schools will be staffed with one full-time Early Literacy Specialist (ELS). The ongoing content, structure and deployment of the ELSs' work with schools will be managed through the Early Literacy Directors who report to the Deputy of Curriculum, Instruction and Assessment, with support and input from the Deputy of Early Childhood Education as appropriate. The ELSs will provide direct training and professional development as well as job-embedded coaching with individual teachers to enhance teacher knowledge of early literacy content and practice. ELSs will also work with teachers, teacher teams and grade groups on a regular basis to track and measure the impact of early literacy professional development and inform future programming needs by generating and reviewing student progress data, including but not limited to AIMSweb and Developmental Reading Assessment results.

Required skills, knowledge and abilities of the ELSs include:
- Thorough knowledge of standards and current curriculum frameworks
- Thorough knowledge of literacy development
- Demonstrated ability to differentiate instructional practices for a full spectrum of learners
- Familiarity with academic coaching methodology and practices
- Ability to support training and analysis of early literacy assessments
- Clear and succinct written and verbal communication for targeted audiences
- Effective presentation skills in various settings, both formal and informal

In addition to supporting the work of the ELSs, CLI will create online professional development modules to support ongoing teacher training needs. The modules will be created by CLI with input and direction from the District about content and scope.

ABC Code/Funding Source $15,744,226.38
334x-g52-9440-226d-3291 Title II

B-10
Categorical/Grant Fund: $105,000 Contract with SupportEd – Professional Development and Consultative Services for Collaborative Instruction
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform a contract with SupportEd to provide professional development and consultative services for School District staff including but not limited to approximately 120 teachers and/or staff in grades K-3, to enhance the instruction for English Learners (ELs), for an amount not to exceed $105,000.00 for the period commencing February 16, 2018 - June 30, 2020.

Description: SupportEd has significant experience serving English Learners (ELs) in Pennsylvania schools, school districts in other states, and on a national level. They have provided ongoing professional development in second language acquisition, teacher collaboration, co-teaching, and coaching as well as consultative support to teachers and central office staff at large urban institutions such as Syracuse City School District in New York as well as schools in New York City. Additionally, they have provided professional development to support ELs at the Delaware County Intermediate Unit and Montgomery County Intermediate Unit in Pennsylvania. SupportEd has significant experience managing and implementing large scale projects with a wide variety of stakeholders such as subject matter experts and

consultants, educators, local education agencies, state education agencies, and the U.S. Department of Education. SupportEd participated in RFP-573 competitive process and was selected for this contract.

The School District of Philadelphia will contract with SupportEd beginning February 2018 to deliver a 3-session series in a three year timeframe for each targeted audience: administrators & school-based leadership, school-wide staff, ESL & K-3 classroom teachers. SupportEd will also conduct a needs-analysis to inform job-embedded support at each school.
SupportEd will provide intensive professional development to the School District of Philadelphia that includes but is not limited to 120 teachers and/or staff on effective use of the various co-teaching models. This initiative is part of the Together Is Better grant awarded to the School District of Philadelphia by the William Penn Foundation and formally accepted the School Reform Commission on September 14, 2017 (SRC Board Resolution B-4).

SupportEd will subcontract specifically with Dr. Andrea Honigsfeld and Associates, the co-author of "Collaboration and Co-Teaching: Strategies for English Learners (2010)," in order to ensure fidelity of implementation of all audience-specific professional development sessions related to collaborative instructional practices between ESL and general classroom teachers. Emphasis will be made on collaborative-planning, collaborative-teaching, and collaborative-assessment. SupportEd will provide training to school administrators & school-based leadership teams, school-wide staff, English as a Second Language (ESL) teachers, and K-3 classrooms teachers at three (3) schools not yet determined by the School District. Selection of the three participating schools will be determined late January 2018 and will be based on EL population, school-based staff commitment levels and schools¿ ability to carry out the functions under the TIB grant in light of other school-wide programs and initiatives.

In addition to professional development offerings, SupportEd will provide job-embedded support to include site-visits to participating schools and classrooms to collect evidence of implementation and provide structured feedback for improvement in co-teaching and collaborative instruction for ELs.

ABC Code/Funding Source $105,000.00
6AJX-G58-9470-2264-3291 Together is Better Grant

B-11 *(Updated 1.31.18)*
Categorical/Grant Fund: $169,000 Contract with International Center for Leadership in Education – 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 to provide professional development institutes for high school teachers and administrators, for an amount not to exceed $169,000, for the period commencing February 16, 2018 through June 30, 2018.

Description: The Office of High School Supports is committed to providing targeted, high-quality professional development to school leaders. The International Center for Leadership in Education (ICLE) will host and facilitate two multi-day professional development institutes for teachers and administrators. The first two-day institute will be a leadership institute for assistant principals in the spring and the second will be a five-day institute for teachers and administrators and it will take place in the summer. The focal point of the institutes will be to deliberately and strategically work with school leaders to define, develop and embrace a system-wide culture of high expectations for student achievement.

This experience will allow teachers and administrators to more fully develop their instructional and

leadership skills and competencies. Both institutes will focus on leadership for rigorous learning as well as highly effective instruction. During these sessions, participants will be able maximize the effectiveness of current district initiatives by receiving additional tools and resources to use in their schools.

ABC Code/Funding Source $169,000.00
201x-g58-9kt0-2260-3291 ($108,000.00)
1100-004-9KT0-2386-3291 ($61,000.00)

B-12
Various Funds: $10,000,000 Contracts with Various Vendors – Online Courses and Adaptive Instructional Programs – *Subject to Funding*
RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform contracts separately with Edgenuity- Middle and secondary Course Library, Achieve 3000, Imagine Language and Literacy, Teachtown, Learning A-Z (Raz-Plus), Learning A - Z (HeadSprout), Lexia Learning, Edgenuity- My Path, Edgenuity Pathblazer, Edgenuity- Up Smart Test Readiness, Curriculum Associates Inc. - iReady, Waterford Research Institute, Imagine Math, ThinkCERCA, for Online Courses and Adaptive Instructional Programs in Grades K - 12 (academic intervention products and programs to support the District's Multi-Tiered Systems of Support - Response to Intervention and Instruction (MTSS-RtII) initiative for mathematics and literacy instruction), for an aggregate amount not to exceed $10,000,000, for the period commencing March 3, 2018 through June 30, 2020.

Description: In collaboration with the Office of Educational Technology, the Office of Curriculum, Instruction, and Assessment conducted a request for proposal (RFP #554) to establish a District approved list of qualified vendors for online courses and adaptive instructional programs in grades K - 12 for SY 2018-2019 to SY 2019-2020.

This proposed award represents completion of the public solicitation under RFP-554, Online Courses and Adaptive Instructional Programs, issued by Procurement on August 11, 2017. Seventy-eight (78) companies downloaded the solicitation. Forty-two (42) vendors responded to this solicitation. A total of fourteen (14) vendors were ultimately selected for online courses and adaptive instructional programs for writing, literacy and/or math. The name of the online adaptive instructional programs as well as the name of the vendors include the following: Edgenuity- Middle and secondary Course Library, Achieve 3000, Imagine Language and Literacy, Teachtown, Learning A-Z (Raz-Plus), Learning A - Z (HeadSprout), Lexia Learning, Edgenuity- My Path, Edgenuity Pathblazer, Edgenuity- Up Smart Test Readiness, Curriculum Associates Inc. - iReady, Waterford Research Institute, Imagine Math, ThinkCERCA.

The School District of Philadelphia has set the following outcomes as it moves towards building more virtual and digital learning experiences:
1. To expand access to quality courses and content.
2. To improve the quality of online courses and adaptive programs.
3. To enable teachers to be more effective by leveraging online instructional models and materials.
4. To personalize the student learning experience with the goal of improving academic outcomes and closing the achievement gap.

The online courses identified through these vendors will be used in the classroom in a variety of contexts.
1. Online courses
2. Credit recovery

3. Grade improvement
4. Advanced Placement

Online adaptive programs - Online adaptive programs (non-credit earning) are resources for all of students that can provide acceleration and enrichment and that personalizes the instructional experiences based on student need that can be used in a blended classroom in the context of the following MTSS levels:
-Tier 1: all learners on target and/or advanced: and
-Tier 2: 1 to 2 years below level; and
-Tier 3: 2+ years below level

The vendors identified through the RFP will provide online adaptive instructional programs for writing, literacy and mathematics that can prevent and address student-learning gaps and offer enrichment. The selection of online adaptive instructional programs will provide support and resources for individual student's academic achievement.

Vendors are advised that an award is not a guarantee that licenses will be purchased. Rather, it allows individual schools the opportunity to purchase licensed programs.

ABC Code/Funding Source $10,000,000.00
Various

IV. INTERMEDIATE UNIT
None Submitted

No. 216

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Student Records

ADOPTED: December 21, 2011

REVISED:

216 STUDENT RECORDS

Purpose

The District recognizes its responsibility for the collection, retention, disclosure and protection of student records. The **District** also recognizes the legal requirement to maintain the confidentiality of student records and prohibits the unauthorized access, reproduction, and/or disclosure of student education records and personally identifiable information from such records.

Definitions

Attendance - includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, internet, or other electronic information and telecommunications technologies for students who are not physically present in the classroom and the period during which a person is working under a work-study program.[1]

Directory information - information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status; dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended.[1][2]

Directory information does not include a student's Social Security Number; or student identification (ID) number, except that directory information may include a student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one (1) or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

Disciplinary Record- records related to a student's Code of Conduct infraction and any disciplinary consequences imposed for such infractions.

Disclosure - permitting access to or the release, transfer or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party, except the party that provided or created the record.[1]

~~**Education records** **(i.e.** **Student Record**~~- records that are directly related to a student, maintained by the school district or by a party acting for the District.[1][2]

The term does not include:

1. Records kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another individual ~~except a temporary substitute for the maker of the record.~~

2. Records of the law enforcement unit of an educational agency or institution, subject to the provisions of law and regulations.[3]

3. Records created or received by the district after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.

4. Grades on peer-graded papers before they are collected and recorded by a teacher.

5. Other records specifically excluded from the definition of education record under the Family Educational Rights and Privacy Act, and implementing regulations.

Eligible student - a student who has attained eighteen (18) years of age or is attending an institution of postsecondary education. ~~All rights accorded to and consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student. In cases where an eligible student is dependent upon the parent as defined in Section 152 of the Internal Revenue Code, the district shall make the education records accessible to the parent of said student.~~[1][4]

Parent - includes a natural parent, a guardian or an individual acting as a parent of a student in the absence of a parent/guardian. The district shall give full rights to either parent unless the district has been provided with evidence that there is a state law, court order, or a legally binding document governing such matters as divorce, separation, or custody that specifically revokes these rights.[1][5]

Personally identifiable information - includes, but is not limited to:[1]

1. The name of a student, the student's parents or other family members.

2. The address of the student or student's family.

3. A personal identifier, such as the student's social security number, student number, or biometric record.

4. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name.

5. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.

6. Information requested by a person who the district reasonably believes knows the identity of the student to whom the education record relates.

Student - includes any individual who is or has been in attendance at the district and regarding whom the district maintains education records.[1]

Authority

The School Reform Commission shall adopt a comprehensive plan for the collection, maintenance and dissemination of student education records that complies with federal and state laws and regulations and state guidelines. Copies of the adopted student records plan shall be maintained by the district and revised as required by changes in federal or state law and regulations.[2][6][7][8][9][10][11][12][13][14][15][16][17]

Copies of the student records plan shall be submitted to the Department of Education, upon request.

Missing Child Registration

A missing child notation shall be placed on school records of a student under the age of eighteen (18) reported as missing to school officials by a law enforcement agency. **Such notation** shall be removed when the District is notified by the appropriate law enforcement agency that a missing child has been recovered.[18]

In the event **the District receives** a request for **information** from the school records of a missing child, **the District shall:**[19]

1. Attempt to obtain information on the identity **of the requester.**

2. Contact the appropriate law enforcement agency **to coordinate a response.**

No information in the records shall be released **without** written authorization from the law enforcement agency.

Delegation of Responsibility

The Superintendent or designee, in consultation with district staff, shall be responsible for developing, implementing, and monitoring the student records plan.

All district personnel having access to student education records shall receive periodic training in the requirements of SRC policy, student records plan, and applicable federal and state laws and regulations.

Each district teacher shall prepare and maintain a record of the work and progress of each student, including the final grade and a recommendation for promotion or retention.[10]

Mandated Regulatory Procedure

The District's plan for the collection, retention, disclosure and protection of student records shall provide for the following:

1. Adequate safeguards to protect the student and his/her family from an invasion of privacy when collecting, retaining and disclosing personally identifiable information.

2. Ensuring that parents and eligible students, including those who are disabled or have a primary language other than English, are effectively notified of their rights and the procedures to implement those rights, annually and upon enrollment.[20]

3. Procedures for inspecting, reviewing, and copying of a student's education records by parents and eligible students. The District may charge a fee for copies of records that are made for parents so long as the fee does not effectively prevent parents from exercising their right to inspect and review those records. The District shall not charge a fee to search for or to retrieve information in response to a parental request.[21][22][23]

4. Procedures for requesting the amendment of a student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.[24]

5. Procedures for requesting and conducting hearings to challenge the content of the student's education records.[25][26]

6. Enumerating and defining the types, locations and persons responsible for education records maintained by the district.

7. Determining the types of personally identifiable information designated as directory information.[1][27]

8. Establishing guidelines for the disclosure and redisclosure of student education records and personally identifiable information from student records.[28]

9. Reasonable methods for ensuring that school district officials obtain access to only those education records in which they have a legitimate educational interest. Such methods shall include criteria for determining who constitutes a school district official and what constitutes a legitimate educational interest.[20][29]

10. Maintaining required records of requests for access and each disclosure of personally identifiable information from each student's education records.[30]

11. Ensuring appropriate review, retention, disposal and protection of student records.[31]

12. Transferring education records and appropriate disciplinary records to other school districts.[6]

Student Recruitment

Procedures for disclosure of student records and personally identifiable information shall apply equally to military recruiters and postsecondary institutions and shall comply with law and SRC policy.[32]

Legal References:

1. 34 CFR 99.3
2. 20 U.S.C. 1232g
3. 34 CFR 99.8
4. 34 CFR 99.5
5. 34 CFR 99.4
6. 24 P.S. 1305-A
7. 24 P.S. 1306-A
8. 24 P.S. 1402
9. 24 P.S. 1409
10. 24 P.S. 1532
11. 24 P.S. 1533
12. 22 PA Code 12.31
13. 22 PA Code 12.32
14. 22 PA Code 15.9
15. 22 PA Code 4.52
16. 34 CFR Part 300
17. 34 CFR Part 99
18. 35 P.S. 450.403-A
19. 35 P.S. 450.404-A
20. 34 CFR 99.7
21. 34 CFR 99.10
22. 34 CFR 99.11
23. 34 CFR 99.12
24. 34 CFR 99.20
25. 34 CFR 99.21
26. 34 CFR 99.22
27. 34 CFR 99.37
28. 34 CFR 99.30-99.39
29. 34 CFR 99.31
30. 34 CFR 99.32
31. Pol. 113.4 - Confidentiality of Special Education Student Information
32. Pol. 250 - Student Recruitment

Related Information:

35 P.S. 450.401-A et seq
22 PA Code 16.65
55 PA Code 3270.181-3270.185
Pol. 216.1 - Supplemental Discipline Records

THE SCHOOL DISTRICT OF PHILADELPHIA

Comprehensive Management Plan
Pursuant to Policy #216 Student Records
Adopted: February 15, 2018
Last Revised:

Overview

The following is a comprehensive plan for the collection, maintenance and disclosure of student records in the School District of Philadelphia. This plan will be reviewed annually and updated using industry best practices. Relevant staff will be trained on this plan annually using in-person and webinar trainings. Finally, this plan will be posted to the Office of Student Records Management website and circulated to all relevant school and central office staff electronically.

I. Purpose

The district recognizes its responsibility for the collection, retention, disclosure and protection of student records. The **District** also recognizes the legal requirement to maintain the confidentiality of student records and prohibits the unauthorized access, reproduction, and/or disclosure of student education records and personally identifiable information from such records.

II. Definitions

Attendance - includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not physically present in the classroom; and the period during which a person is working under a work-study program.[1]

Directory information - information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

Directory information includes, but is not limited to, the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status; dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended.[1][2]

Directory information - does not include a student's Social Security Number; or student identification (ID) number, except that directory information may include a student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one (1) or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

Discipline Records- records related to a student's Code of Conduct infraction and any disciplinary consequences imposed for such infractions.

Disclosure - permitting access to or the release, transfer or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party, except the party that provided or created the record.[1]

English Language Learner (ELL) Data Folder - a comprehensive record of the students program participation from identification through post-exit monitoring.

Eligible student - a student who has attained eighteen (18) years of age or is attending an institution of postsecondary education.

Parent - includes a natural parent, a guardian or an individual acting as a parent of a student in the absence of a parent/guardian. The district shall give full rights to either parent unless the district has been provided with evidence that there is a state law, court order, or a legally binding document governing such matters as divorce, separation, or custody that specifically revokes these rights.[1][5]

Personally identifiable information - includes, but is not limited to:[1]

1. The name of a student, the student's parents or other family members.

2. The address of the student or student's family.

3. A personal identifier, such as the student's social security number, student number, or biometric record.

4. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name.

5. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.

6. Information requested by a person who the district reasonably believes knows the identity of the student to whom the education record relates.

School of origin- the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool. When the child or youth completes the final grade level served by the school of origin, the school of origin shall include the designated receiving school at the next grade level for all feeder schools.

Student - includes any individual who is or has been in attendance at the district and regarding whom the district maintains education records[1].

Student records - records that are directly related to a student, maintained by the school district or by a party acting for the school district, **includes information that is taken obtained at registration to be enrolled in school**.[1][2] The term does not include:

1. Records kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another individual.

2. Records of the law enforcement unit of an educational agency or institution, subject to the provisions of law and regulations.[3]

3. Records created or received by the district after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.

4. Grades on peer-graded papers before they are collected and recorded by a teacher.

5. Other records specifically excluded from the definition of education record under the Family Educational Rights and Privacy Act and implementing regulations.

Special Education Confidential File- A six section, comprehensive file that compiles a students special education documentation from initial request through completion of the Philadelphia School District.

III. Responsibilities

The Office of Records Management shall be responsible for education record maintenance and access, and for the education of staff about maintenance and access procedures. The building principal is responsible for implementing School District policy concerning student education records in the building. Responses to record requests will require at least forty-eight (48) hours for processing.

All school personnel having access to education records should receive training in security, with emphasis upon privacy rights of student and parents.

Records are to be kept secure at all times under the supervision of district personnel and in accordance with law, regulations, School District policy and the Records Management Plan.

Annual Notification of Rights

Parents and eligible students shall be notified annually and upon initial enrollment of:

1. The rights and procedures for parents or eligible students:

    i. To access, inspect and review the student's education records; and

    ii. To seek an amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights.

2. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations authorize disclosure without consent.

3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of the FERPA and its implementing regulations.

4. The District's practice of permitting school officials with legitimate educational interests to access student records without prior consent of the parent or eligible student, as well as

the criteria used by the district to determine who constitutes a school official and what constitutes a legitimate educational interest.

5. The types of personally identifiable information the district has designated as directory information; the parent's/eligible student's right to opt out of the disclosure of directory information; and the time period within which a parent/eligible student has to notify the district, in writing, of their decision to opt out.

The annual notice may be provided through a letter to parents/eligible students, school district calendar, student/parent handbooks, school district newsletter, on the school district's website, and/or any other effective means.

The District will also ensure that parents and eligible students who are disabled or who have a primary language other than English are effectively notified of their rights and the procedures to implement those rights.

IV. STUDENT RECORD

A Student Record for each active student in grades K-12 should include the following documentation:

FOR ALL STUDENTS:

- Registration Form (EH-40), which incorporates Home Language Survey questions
- Birth Certificate/Proof of Birth
- Parent License, passport or state ID
- Proof of Address
- Past and current year report cards/transcripts
- Standardized Test results: PSSA reports, Terra Nova results, SAT and other key results

Recognizing the District's new Student Information system will become the official record for all school district students, in instances where students have a physical record it must be kept in the in the main office of the school. Physical records can also be located in a designated secure space in the school which has been deemed appropriate by the Office of Records Management.

When a physical record is digitized by scanning and uploaded to the Student Information System, the physical record will be stored off site in accordance with the existing practice of the Office of Records Management.

The record of students who are in the categories listed below should remain with the school of origin. In the event that the students returns to a District school, the folder must be located in the last school of record.

- Students on homebound instruction
- Students placed in approved private schools
- Students who have been placed in a disciplinary school

The following items should be included in the Student Record if applicable:

- Residency Affidavit
- Delegation of Parental Responsibility
- Court Orders/Agreements/Custody/Protection from Abuse (PFA) documents
- Foster Parent Information/Agency Letters
- Summer School grades (if applicable)
- Homebound grades (if applicable)
- Authorization to Release Confidential information
- 504 Plan

Please Note: At the end of the school year, the school records designee should remove all items from the Student Record that are not educationally necessary using the above list as a reference.

V: PROGRAMMATIC RECORD COLLECTION

FOR ALL ELL STUDENTS, THE DATA FOLDER SHOULD INCLUDE:

- ESOL Data Folder, which includes, WPAT test/WIDA Screener, entry letter, access results (for each year in the program), monitoring form, exit letter.

For existing hard copy files that are located in the school, the following process is to be followed:

- When a student turns 21 years of age prior to the first day of the new school year the files are prepared for long-term storage.
- Schools should follow established Records Management procedures to prepare files for storage.
- Files are moved according to birth year of student.

FOR ALL SPECIAL EDUCATION STUDENTS:

As of September 2003, all files are stored in the EZIEP system. Records are either created within the system or scanned into the system as an attachment. Scanned records include documents from other districts, information provided by parent or outside organizations, etc.

For existing hard copy files that are located in the school, the following process is to be followed:

- When a student turns 21 years of age prior to the first day of the new school year the files are prepared for long-term storage.
- Schools should follow established Records Management procedures to prepare files for storage.
- Files are moved according to birth year of student.

DISCIPLINE RECORDS:

Discipline Folder should be maintained in an agreed upon space with the Office of Records Management and the Office of Student Rights and Responsibilities. Discipline folders should include:

- Behavior Incident Reports
- Suspension Letters

For existing hard copy files that are located in the school, the following process is to be followed:

- When a student turns 21 years of age prior to the first day of the new school year the files are prepared for long-term storage.
- Schools should follow established Records Management procedures to prepare files for storage.
- Files are moved according to birth year of student.

NOTE: The following items should be kept in a separate binder, not in the Student Record:

- Bullying and Harassment Forms
- Referrals for excessive absence and/or truancy

Student Health Records

The District shall maintain a comprehensive health record for each child of school age, which shall include immunization information, results of vision and hearing screenings, results of state-mandated physical examinations, in-school treatment and medication dispensing or administration orders or prescriptions from physicians, treatment and medication dispensing or administration logs, and health-related information provided by parents.

All health records established and maintained by the District shall be confidential, and their contents shall be divulged only when necessary for the health of the child or at the request of the parent to a physician legally qualified to practice medicine and surgery or osteopathy or osteopathic surgery in the Commonwealth of Pennsylvania.

Nursing/Student Health Record Folder maintained by School Nurse should include:

- Name, birth date, gender on folder
- Medical Alert Information: allergies, diabetes, seizure disorder
- Health History
- Immunization records
- Physicals
- Dental Exams
- Responses from health care referrals
- Other communications from health care professional (e.g., gym excuses)
- Medication Orders
- Eye exams
- Hearing exam results
- Individual Health Plans (if applicable)

District Level Special Education Folder maintained by Special Education Department at Administration Building should include:

- Permission to Evaluate
- Evaluation Report (ER)
- Re-evaluations
- Individualized Education Program (IEP)
- Manifestation Determination
- Letters
- Other relevant documents

VI. Disclosure of Student Records

The District shall obtain the signed and dated written consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, other than directory information, except as specifically permitted by law and regulations. Signed and dated written consent may include a record and signature in electronic form that identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

When disclosure is made pursuant to signed and dated written consent, the district shall, upon request, provide the parent, eligible student, and/or student who is not an eligible student with a copy of the record(s) disclosed. Copies of the records disclosed are subject to district copying fees.

The District shall use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom the District discloses personally identifiable information from education records.

However, 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:

1. To other school officials, including teachers, guidance counselors, nurses, and I.U. personnel within the school district who have been determined by the school district to have legitimate educational interests. A contractor or consultant, ~~**volunteer**~~ or other party providing educational services or functions may be considered a school official provided that the party:

   a. Performs an institutional service or function for which the district would otherwise use employees;

   b. Is under the direct control of the district with respect to the use and maintenance of education records; and

c. Uses the information only for the purposes for which disclosure was made and does not re-disclose information to any other party without the prior consent of the parent or eligible student.

The District shall use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests.

2. To officials of another school or school system or postsecondary schools in which the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment/transfer or where the student is enrolled and receiving services. Parents and eligible students may request a copy of, and be provided the opportunity to challenge, the contents of the records sent.

3. To authorized representatives of the state or federal government, subject to the conditions set forth in law and regulations.

4. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine the eligibility for, amount of, and conditions for aid, and to enforce the terms and conditions of the aid.

5. To organizations conducting studies for or on behalf of the district to develop, validate or administer predictive tests, administer student aid programs or improve instruction. Such disclosures are permissible only if:

   a. The study is conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization that have legitimate interests in the information;

   b. The information is destroyed when no longer needed for the purposes for which the study was conducted; and

   c. The educational agency or institution enters into a written agreement with the organization that:

      1) Specifies the purpose, scope, and duration of the study or studies and the information to be disclosed;

2) Requires the organization to use personally identifiable information from education records only to meet the purpose(s) of the study as stated in the written agreement;

3) Requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and

4) Requires the organization to destroy or return to the educational agency or institution all personally identifiable information when the information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be returned or destroyed.

6. To comply with a judicial order or lawfully issued subpoena:

a. The District shall make a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance unless the disclosure is in compliance with:

1) A federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed;

2) Any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed;

3) An *ex parte* order obtained by the U.S. Attorney General in connection with the investigation or prosecution of specified terrorism offenses (such as a temporary custody order) ; or

4) A court proceeding in which a parent is a party involving child abuse and neglect or dependency matters, and the order is issued in the context of that proceeding.

b. The District may disclose to a court, without court order or subpoena, the education records of a student that are relevant for the district to proceed with or defend a legal action.

7. To appropriate parties, including parents of an eligible student, in connection with a health or safety emergency, subject to certain conditions, if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

   a. The District shall not be prohibited from including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community and disclosing appropriate information to teachers and school officials within the District or in other schools who the agency or institution has determined have legitimate educational interests in the behavior of the student.

   b. In making a determination under this section, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

In the event that personally identifiable information is disclosed due to a health or safety emergency, the District shall keep a record of the parties that received the information and the significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure.

8. Information designated by the school district as directory information, provided that parents and eligible students have received prior notice of the types of personally identifiable information the district has designated as directory information; the parent's/eligible student's right to opt out of the disclosure of directory information; and the time period within which a parent/eligible student has to notify the district, in writing, of their decision to opt out.

A parent or eligible student may not use the right to opt out of directory information disclosures to prevent the district from disclosing or requiring a student to disclose the student's name, identifier, or institutional email address in a class in which the student is enrolled; or requiring a

student to wear, to display publicly, or to disclose a student ID card/badge that exhibits information that has been properly designated as directory information.

The District may continue to disclose directory information about former students without providing annual notice and opt out opportunities; however, the District must continue to honor any valid request to opt out of the disclosure of directory information made while a student was in attendance unless the student rescinds the opt out request.

9. The District may not disclose or confirm directory information without obtaining written consent if a student's Social Security Number or other non-directory information is used alone or combined with other data elements to identify or help identify the student or the student's records.

10. To an agency caseworker or other representative of a state or local child welfare agency who has the right to access a student's case plan, as defined and determined by the state, when such agency or organization is legally responsible, in accordance with state 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 laws applicable to protecting the confidentiality of a student's education records.

11. To the parents of a student who is not an eligible student or to the student.

12. As otherwise required or permitted by law and regulations.

Questions regarding the disclosure of information should be referred to the Building Principal or the Deputy Chief of Student Rights and Responsibilities.

VII. Special Disclosure Procedures

A. De-Identified Records and Information

The District may release education records or information without required consent after the removal of all personally identifiable information, provided that the District has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other reasonably available information.

The District may release de-identified student level data from education records for the purpose of education research by attaching a code to each record that may allow the recipient to match information received from the same source, provided that:

1. The District does not disclose any information about how it generates and assigns a record code, or that would allow a recipient to identify a student based on a record code;

2. The record code is used for no purpose other than identifying a de-identified record for purposes of education research and cannot be used to ascertain personally identifiable information about a student; and

3. The record code is not based on a student's Social Security Number or other personal information.

B. Re-disclosure of Records

The District will disclose information from education records only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the parent or eligible student.

Information disclosed by the District is to be used by the party only for the purpose(s) for which the disclosure was made.

The District may disclose personally identifiable information with the understanding that the party receiving the information may make further disclosures of the information on behalf of the district only if the requirements of law and regulations are met.

C. Transfer of Records to another School District or Charter School

Upon receiving a request for educational records, health records, or student disciplinary records from another school district or charter school where the student seeks or intends to enroll, the district shall forward the records within ten (10) business days of receipt of the request. A signed parent consent form is not required prior to this disclosure.

D. Responding To Subpoenas for Student Records

If a school employee receives a subpoena from any court or administrative body regarding student records, the school employee will immediately refer the subpoena to the Deputy Chief of Student Rights and Responsibilities (or designee).

F. Review and inspection of records by parents and/or eligible students

Requests by a parent or eligible student to inspect and review the education record of a student are to be directed to the principal of the school in which the student is enrolled or to the Office of Records Management for access to inactive records (e.g., graduates and withdrawals or special education records). Access shall be granted within a reasonable period of time not to exceed forty-five (45) calendar days after receiving the request. Review of records shall be permitted in the presence of the principal/designee for the purposes of security and assistance in explaining or interpreting the data. The District shall respond to any reasonable request for explanation and interpretation of the records.

If the education records of a student contain information about more than one (1) student, the parent of the student or the eligible student may inspect and review or be informed orally or in writing of only the specific information which pertains to that student.

If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student's education records, the District shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records. Copies shall be provided at a reasonable rate as determined by the district in order to cover the cost of copying.

There shall be no fee to search for or to retrieve the education records of a student.

E. Record of requests and disclosures required to be maintained

The District shall maintain a record of each request for and each disclosure of personally identifiable information from the education records of a student. The District will maintain the record of disclosure with the education records of the student for as long as the records are maintained. For each disclosure, the record must include the parties who have requested or obtained personally identifiable information from the student's education records and the legitimate interests these parties had in requesting or obtaining the information.

If a disclosure is made, pursuant to a health or safety emergency, the District shall record the specific and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure, as well as the parties to whom the district disclosed the information.

The record of access shall include not only in-person access, but also cases where information is disclosed by any other means including, but not limited to, telephone, facsimile, email and/or mail. The school official permitting access/disclosure shall take necessary steps to confirm the identity of persons requesting student information and the legitimacy of the request.

The record of disclosure shall be available for inspection by parents, eligible students, school officials responsible for the custody of the records, and authorized representatives of the federal or state government for the purpose of auditing the district's recordkeeping procedures.

If the District discloses personally identifiable information from education records with the understanding that the party intends to re-disclose the information, the record of the disclosure must include:

1. The names of the additional parties to which the receiving party may disclose the information on behalf of the educational agency or institution; and

2. The legitimate interest which each of the additional parties has in requesting or obtaining the information.

3. This requirement does not apply to disclosures to authorized representatives of state and federal government to whom disclosure is permitted without parent/eligible student consent; however, the District will request a copy of the record of further disclosures from the state and/or federal government in response to a parent's or eligible student's request to review such records.

VIII. Amendment of Education Records

A parent or eligible student who believes that information in education records collected, maintained or used by the district is inaccurate, misleading or violates the student's privacy or other rights, has the right to request that the District correct, amend or delete the information under the following procedures:

1. The parent or eligible student shall submit, in writing to the building principal, a request for amendment, which shall include a brief statement, which specifies the record(s) to be amended and the reason that an amendment is requested.

2. The building principal shall decide whether to amend the information in accordance with the requests of the parent or eligible student within a reasonable time period not more than thirty (30) calendar days after receipt of the request.

3. If the building principal decides to amend the information in accordance with the request, the building principal shall notify the parent or eligible student, in writing, of the decision to amend the record.

4. If the building principal decides not to amend the information as requested, the building principal shall inform the parent or eligible student, in writing, of his/her decision, the specific reason(s) for the refusal, and the right to request a hearing.

Inaccuracies in student records can be changed at any point after a child has transferred to a new school; enrolled in further education; moved on to a different school in the district, graduated or withdrawn from the district, regardless of time constraints.

If the parent or eligible student is not satisfied with the principal's decision to not amend the record, s/he may submit a written request for a hearing to challenge the information in the student's education records to the Office of Appeals or designee within thirty (30) days of receiving the principal's decision.

The District shall hold the hearing within a reasonable time, not to exceed forty-five (45) calendar days, after receiving the request for a hearing and provide the parent or eligible student reasonable advance written notice of the date, time, and place of the hearing. The District shall inform the parent or eligible student of its decision in writing within forty-five (45) calendar days after the hearing.

The hearing shall be conducted in accordance with the following requirements:

1. The hearing shall be conducted by a school official who does not have a direct interest in the outcome of the hearing.

2. The parent or eligible student shall have a full and fair opportunity to present relevant evidence.

3. The parent or eligible student may, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney.

4. The decision shall be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the District decides that the information is inaccurate, misleading, or otherwise in violation of the student's privacy or other rights, the District shall amend the information accordingly and inform the parent or eligible student in writing.

If, as a result of the hearing, the District decides that the information is not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights, the District shall inform the parent or eligible student of the parent's/student's right to place in the records a statement commenting on the information and/or providing any reasons for disagreeing with the district's decision.

Any statement placed in the student's records shall be:

1. Maintained by the District as part of the student's records as long as the record or contested portion is maintained by the district; and

2. Included with the record or contested portion if the record or contested portion are disclosed to any party.

IX. SUPPLEMENTAL MAINTENANCE PROCEDURES

Maintenance and destruction of information

The district shall maintain and destroy the educational records of all its students consistent with the district records retention schedule.

Annual review of student records

In June of each school year, each Student Record should be reviewed by the appropriate personnel to ensure that required items are in the folder and that other items are purged.

Review of student records at transition years – K to 1st, 5th to 6th and 8th to 9th

Although Cumulative and other Student Folders are reviewed on an annual basis, a comprehensive file review should also take place at the following transition times: Kindergarten Center to 1st grade, elementary school to middle school, and middle school to high school.

Review of student records prior to transitioning to another District school

When a student transitions within the district, the designated office staff should review the Student Record to verify that all required items are included and to remove all non-required items. The designee reviews the list of items required to be in the Student Record (see Section I of this document). If an item was placed in the folder on an "as-needed basis," it is evaluated to determine if it remains educationally necessary. Purged documents are shredded.
The same process should occur for special folders such as the Nursing Folder, ELL Folder and all others.

Record procedures for students placed on homebound or in an out-of-district placement

When the District places a student on homebound instruction or in an out-of-district placement, Student Records **MUST** be maintained at the last attended school on record. At graduation, student files are treated the same as any other graduate.

Record procedures for students who withdraw from the district

When a student withdraws from the District, the designated office staff reviews the Student Records to verify that all required items are included and to remove all non-required items (see

Section I of this document). If an item was placed in the folder on an "as-needed basis," it is evaluated to determine if it remains educationally necessary. Purged documents are shredded.

No request for records: When there is no request for records from another school, the Student Record is held on file at the school until the student reaches the age of 21. At that time, only basic information required to be kept for 100 years is retained at the school. This can be in the form of a registration card.

Request for records from other districts: When there is a request for records from another school district in Pennsylvania, **copies** of the Student Record it should be forwarded to the requesting district. The school retains the **original Student Record** until the student reaches the age of 21. At that time, only basic information required to be kept for 100 years is retained at the school. This can be in the form of a registration card.

Records collection from Elementary/Middle schools for long-term storage: Student Record that do not transition out of a respective school shall remain in the school until the student turns 21 years of age. Once the student reaches that age, schools will follow the established Records Management procedures for long term storage.

Records collection from High schools for long-term storage: Student Record of students who graduate will be prepared for long term storage using the established Records Management criteria one (1) school year after graduation. All other Student Record must remain in the school until the student turns 21 years of age. Once the student reaches that age, schools will follow the established Records Management procedures for long term storage.

References:
Board Policy 216,

Family Educational Rights and Privacy Act (FERPA)
Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that the **School District of Philadelphia** with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [1]

If you do not want the School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by November 1st, 2017. The school District has designated the following information as directory information:

-Student's name
-Address
-Telephone listing
- Primary language
-Photograph
-Date and place of birth
-Major field of study
-Dates of attendance
-Grade level

-Participation in officially recognized activities and sports
-Weight and height if members of athletic team

-Degrees, honors, and awards received
-The most recent educational agency or institution attended

-Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

[1] These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

Model Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

• *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility.

•*Receive notice and an opportunity to opt a student out of*–

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

•*Inspect*, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The School District of Philadelphia has policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. **The District** will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes . The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of

participation of the specific activity or survey. **The school Distrit** will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Model Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.

   Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask the school to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a

disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

    Family Policy Compliance Office
    U.S. Department of Education
    400 Maryland Avenue, SW
    Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*3*) are met. (§ 99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education

programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10)

- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))

- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))

- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

The School District of Philadelphia
Office of Student Rights & Responsibilities
440 N. Broad Street, Second Floor
Philadelphia, PA 19130

Rachel Holzman, Esquire
Deputy Chief

Release of Directory Information Opt-Out Form

The School District of Philadelphia may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures.

Directory information includes the following: name, address, phone number, date and place of birth; field of study; participation in recognized activities and sports; height/weight, if member of athletic team; dates of attendance; degrees, awards, photographs, rosters; previous school(s) attended; and primary language.

The primary purpose of directory information is to allow The School District of Philadelphia to include this type of information from your child's education records in certain school publications, including: a playbill, showing your student's role in a drama production; school newsletters, the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets, such as for basketball, showing weight and height of team members.

This information may also be made available to qualified outside organizations upon request. Qualified outside organizations include, but are not limited to, scholarship providers, trade/technical schools, and potential employers. In recognition of a family's right to privacy, it is the policy of The School District of Philadelphia that directory information will not be provided to commercial enterprises.

Parents or eligible students (18 years old or above) have the right to have directory information withheld upon written request. If you prefer to deny release of directory information without prior written consent, please complete and return the entire from to your child's school by **November 1, 2017**. Once this form is completed and returned to the school, your choice will not change until you complete and submit a new form. Use a separate from for each child. **Only return this form if you do NOT want directory information released.**

I DO NOT want directory information to be released and request ONE of the following:

- ☐ Do not release my student's directory information at any time. No information for school publications, school activities, trade schools, scholarship providers or employers.
- ☐ Do not release my student's directory information at any time, except for school publications, school activities and to qualified outside organizations.
- ☐ Do not release my student's directory information at any time, except for school publications and school activities.
- ☐ Do not release my student's directory information to military recruiters (11th and 12th grade only)

Student Name (Please Print)	**Name of School (Please Print)**	**Student ID#**
Parent/Guardian Name (Please Print)	**Parent/Guardian Signature**	
Date	**Student Signature (if 18 years or older)**	

No. 226

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Searches

ADOPTED: April 27, 1981

REVISED: December 17, 1990

226 SEARCHES

Purpose

The School Reform Commission acknowledges the need to respect the rights of students to be free from unreasonable searches and seizures while fulfilling the District's interest in protecting and preserving the health, safety and welfare of the school population, enforcing rules of conduct, and maintaining an appropriate atmosphere conducive to learning.

Authority

School officials have the authority to lawfully search students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, without a warrant, when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, SRC policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched.[1][2][3].

When school officials have reasonable suspicion to believe that a student's electronic device contains ~~evidence~~ material of a sexual nature, school officials shall not search those electronic devices for the material, but instead shall confiscate the electronic device, ~~must~~ notify the authorities to investigate the incident, and maintain the electronic device securely under lock and key until returned to the student or submitted to the authorities.

The District has a compelling interest in protecting and preserving the health, safety and welfare of the school population, which under certain circumstances may warrant general or random searches of students and their lockers, vehicles or other belongings without individualized suspicion, for the purpose of finding or preventing entry onto school property of controlled substances, weapons or other dangerous materials.[4][5][6]

Delegation of Responsibility

The SRC authorizes the administration to conduct searches of students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions in accordance with the standards set forth in this policy and administrative procedures.

The Superintendent or designee, in consultation with the Office of General Counsel, shall develop guidelines and administrative procedures to implement this policy, and shall ensure that school staff who are involved in carrying out searches or determining when searches will be conducted receive appropriate periodic training about such procedures and currently applicable legal standards.[2]

Students, parents/guardians and staff shall be notified at least annually, or more often if deemed appropriate by administration, about the standards and procedures in effect pursuant to this policy and administrative procedures.

~~**Guidelines**~~

~~**Individualized Suspicion Searches**~~

~~**Students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, may be searched without a warrant when in school, on school grounds or when otherwise under school supervision if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, SRC policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched.[2]**~~

~~**In determining whether reasonable suspicion exists, the principal or designee should always be able to articulate what is being looked for, and why it is thought to be located in the particular place to be searched. The scope of a search should be limited to the place or places the item sought is believed to be.**~~

~~**Examination by school staff of text messages, call logs, files, images or other data contained in a student's mobile telephone or other electronic device, without the student's consent, normally constitutes a search that must be justified by reasonable suspicion that material in violation of law, SRC policy or school rules, or evidence of such a violation, is contained in the particular files, directories or other data locations being examined in the device.**~~

~~**Random or General Searches Without Individualized Suspicion**~~

~~**Under certain circumstances, random or general searches of students and their belongings, including student lockers or vehicles parked on school property, may be conducted during the school day or upon entry into school buildings or school activities, in the absence of suspicion focused on a particular student or students, for the purpose of finding or preventing entry onto school property or activities of controlled substances,**~~

weapons or other dangerous materials. Such searches normally will be conducted in a minimally intrusive manner using screening methods such as dogs or other animals trained to detect controlled substances, explosives or other harmful materials by smell, as well as metal detectors and other technology. When such screening methods provide a reasonable suspicion that particular students, items or places possess or contain controlled substances, weapons or other dangerous material, screening may be followed by physical searches of those particular students, items or places on an individualized basis.

Random or general searches for weapons may be conducted when there are circumstances, information or events tending to indicate increased likelihood that students may be armed or headed for physical confrontation because of community strife or tensions, or as a continuation or escalation of a prior incident, inside or outside of school, which threatens to spill over into school, into a school-sponsored activity, or into other times and places that students are under school supervision.

Random or general searches for controlled substances may be conducted when there are circumstances, events or information tending to indicate significant drug use, possession or trafficking among students in school.

Searches Upon Consent

Searches may be conducted at any time, with or without reasonable suspicion, if the student has given knowing and voluntary consent specific to the place to be searched.

The administration may establish rules and procedures governing certain privileges enjoyed by students, such as the privilege of parking a vehicle on school grounds, that make the student's consent to random searches or inspections a condition of access to the privilege.[5]

Searches by or at the Request of Law Enforcement Officials

The legal standards governing searches initiated by school officials are less strict than the standards applicable to law enforcement authorities in many situations. When searches of students, student belongings, vehicles or lockers are conducted by or at the request of law enforcement officials, with or without the involvement of school staff, the law enforcement officials are solely responsible for ensuring that a warrant has been issued or that the circumstances otherwise permit the search to be lawfully conducted in accordance with the standards applicable to law enforcement actions. School staff will not interfere with or obstruct searches initiated by law enforcement, but may assist when law enforcement officials have requested such assistance and have represented that a warrant has been issued or that they otherwise have proper authority for a lawful search.[7]

Locker Inspections and Searches

Lockers may be assigned to, or otherwise made available to, students as a convenience for the safe storage of books, clothing, school materials and limited personal property, and to facilitate movement between classes and activities and to and from school. Such lockers

~~are and shall remain the property of the District, and to the extent students have any expectation of privacy of lockers at all, it is very limited.[2]~~

~~No student may place or keep in a locker any substance or object that is prohibited by law, SRC policy or school rules, or that constitutes a threat to the health, safety or welfare of the occupants of the school building or the building itself. Students are required to ensure that their lockers do not contain spoiled food items or beverages, or soiled clothing which may attract pests, create odors or cause unhealthy conditions. A student locker may be opened and inspected for cleanliness, with or without the consent of the student, whenever there are odors, pests or other indications that a locker contains spoiled food, soiled clothing in need of laundering or similarly unhealthy matter.~~

~~Students are exclusively responsible for locking their assigned lockers to ensure the security of their personal belongings and school property entrusted to them. Students are permitted to secure their assigned lockers only with locks provided by the District, or if the District does not provide locks, personal combination locks for which the combination has been provided to designated school staff.~~

~~Prior to an individual locker search or inspection, the student to whom the locker is assigned shall be notified and be given a reasonable opportunity to be present. However, when there is a reasonable suspicion that a locker contains materials which pose a threat to the health, welfare or safety of the school population, student lockers may be searched without prior notice to the student.~~

~~The principal or a designated staff person shall be present whenever a student locker is inspected for cleanliness or is searched. The principal or designee shall maintain written records of all occasions when a locker is searched or inspected. Such records shall include the reason(s) for the search, persons present, objects found and their disposition.~~

~~Searches Involving Removal of Clothing or Examination Beneath Clothing~~

~~Searches of students involving the removal of undergarments or examination beneath undergarments are subject to stricter standards than are required to justify other searches of a student's person or belongings. Such searches are permitted only when the basis for suspicion establishes either:~~

1. ~~That the reasons for believing that the items being searched for are concealed specifically inside undergarments are stronger reasons than grounds that would support only a more general reasonable suspicion that the student is in possession of the items or has them somewhere on the student's person; or,~~

2. ~~That the quantity or nature of the items being sought present a higher level of danger to the school population than other kinds of contraband.~~

~~Searches involving the removal of or examination beneath any clothing of a student, other than jackets, coats or other outerwear, shall be conducted only by a staff person of the same gender as the student, with at least one (1) other staff person of the same gender~~

~~present as a witness, and in a location assuring privacy from observation by persons not involved in the search or of the opposite sex.~~

~~Handling and Disposal of Items Found in the Course of Searches~~

~~Any items or material found during a search or inspection, the student's possession of which is in violation of law, SRC policies or school rules, or otherwise is evidence of such a violation, may be confiscated, and may be used as evidence in student discipline proceedings or a criminal investigation, even if such items or material were not the original objective of the search or inspection.~~

~~The principal shall be responsible to ensure that confiscated items or material are properly inventoried and secured until the conclusion of disciplinary action, if any, and are then properly disposed of if not appropriate to be returned to the student. Items or materials that are evidence of a criminal offense, or that are not lawful for ordinary citizens to possess will be promptly turned over to proper law enforcement authorities for custody or disposal.~~

Legal References:

1. PA Const. Art. I Sec. 8
2. 22 PA Code 12.14
3. U.S. Const. Amend. IV
4. Pol. 218.1 - Weapons
5. Pol. 223 - Use of Bicycles and Motor Vehicles
6. Pol. 227 - Controlled Substances/Paraphernalia
7. Pol. 805.1 - Relations With Law Enforcement Agencies

Related Information:

24 P.S. 510
Philadelphia Home Rule Charter - 12-300
Commonwealth v. Cass, 551 Pa. 25, 709 A.2d 350, 355-56 (1998)
In re F.B., 555 Pa. 661, 726 A.2d 361, 368 (1999)
Safford Unified School Dist. No. 1 v. Redding, 129 S.Ct. 2633 (U.S. 2009)

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Hazing

ADOPTED:

REVISED:

247 HAZING (NEW)

Purpose

The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times.

Definitions

Hazing - any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a person or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition of continued membership in, any organization. The term shall include, but not be limited to:[1]

1. **Any brutality of a physical nature, such as whipping, beating, branding;**
2. **Forced calisthenics;**
3. **Exposure to the elements;**
4. **Forced consumption of any food, liquor, drug or other substance;**
5. **Any other forced physical activity which could adversely affect the physical health and safety of the individual, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which is intended to or could result in humiliation, extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual;**
6. **Any willful destruction or removal of public or private property; or**
7. **Sexual Harassment/Assault.**

Any activity, as described above, upon which the initiation or admission into or affiliation with or continued membership in an organization is directly or indirectly conditioned

shall be presumed to be "forced" activity, the willingness of an individual to participate in such activity notwithstanding.[1]

Student activity or organization - any organization, team, club, society, or group operating under the sanction of or recognized as an organization by the district.

Authority

The School Reform Commission prohibits hazing in connection with any student activity or organization regardless of whether the conduct occurs on or off school property or outside of school hours.[2][3][4]

In addition to posting this policy on the District's website, the District shall annually inform students, parents/guardians, sponsors, volunteers and District employees that hazing is prohibited, by means of distribution of written policy, publication in handbooks, verbal instructions by the coach or sponsor at the start of the season or program and/or posting of notice/signs.[2]

This policy, along with other applicable district policies, procedures and Codes of Conduct, shall be provided to all school athletic coaches and all sponsors and volunteers affiliated with a student activity or organization annually, prior to coaching an athletic activity or serving as a responsible adult supervising, advising, assisting or otherwise participating in a student activity or organization.[2]

Delegation of Responsibility

Students, parents/guardians, coaches, sponsors, volunteers, and District employees shall be alert to incidents of hazing and shall report such conduct to the building principal.

District administrators shall investigate promptly all complaints of hazing and administer appropriate discipline to any individual or student activity or organization found to be in violation of this policy.

Mandatory Regulatory Guidelines

Complaint Procedure

When a student believes that s/he has been subject to hazing, the student shall promptly report the incident, orally or in writing, to the building principal.

The principal shall conduct a timely, impartial, thorough, and comprehensive investigation of the alleged hazing.

The principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint.

The District shall document the corrective action taken.

Consequences for Violations

If the investigation results in a substantiated finding of hazing, the principal shall recommend appropriate disciplinary action up to and including expulsion, as circumstances warrant, in accordance with the Code of Student Conduct. Additionally, the student may be subject to disciplinary action by the coach or sponsor, up to and including removal from the activity.[2][5][6]

If the investigation results in a substantiated finding that a coach, sponsor, or volunteer affiliated with the student activity or organization engaged in, condoned or ignored any violation of this policy, s/he shall be disciplined in accordance with SRC policy and applicable laws and regulations. Discipline could include, but is not limited to, dismissal from the position as coach, sponsor, or volunteer, and/or dismissal from district employment.[7]

If a student activity or organization authorizes hazing in blatant disregard of this policy or other applicable district rules, penalties may also include rescission of permission for that organization to operate on school property or to otherwise operate under the sanction or recognition of the district.[2]

Any person who causes or participates in hazing may also be subject to criminal prosecution.[8]

Legal References:
1. 24 P.S. 5352
2. 24 P.S. 5354
3. Pol. 122 - Extracurricular Activities
4. Pol. 123 - Interscholastic Athletics
5. Pol. 218 - Student Conduct and Discipline
6. Pol. 233 - Suspension and Expulsion
7. Pol. 317 - Conduct/Disciplinary Procedures
8. 24 P.S. 5353

Related Information:
24 P.S. 511
24 P.S. 696
24 P.S. 5351 et seq
Philadelphia Home Rule Charter - 12-300
Pol. 916 - Volunteers

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 251
SECTION: 200 Pupils
TITLE: **Students Experiencing Homelessness**
ADOPTED: August 24, 2011
REVISED:

251 STUDENTS EXPERIENCING HOMELESSNESS

Authority

The School Reform Commission recognizes **the need to promptly** identify **students experiencing homelessness ~~and youths~~** within the District, **facilitate** their **immediate** enrollment, and eliminate existing barriers to their attendance and education, in compliance with federal and state laws and regulations.[1][2][3]

The SRC **shall** ensure that **students experiencing homelessness ~~and youths~~** have **equal** access to the same **educational programs and services** provided to other district students.[1][2][3][4]

The SRC **authorizes the Superintendent to** waive **District** policies and administrative procedures that create barriers **to the identification**, enrollment, attendance, transportation, **school stability** and success in school of **students experiencing homelessness ~~and youths~~**.[3]

It is the policy of the SRC that no student shall be discriminated against, segregated or stigmatized based on his/her homeless status.[5][6]

Definitions

Enroll or enrollment - attending classes and participating fully in school activities.[7]

Students experiencing homelessness ~~–~~ individuals who lack a fixed, regular and adequate nighttime residence, and includes:[7][8]

1. Children and youths **who are:**

    a. Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;

    b. Living in motels, hotels, t**~~railer parks or camping grounds~~** or other temporary locations due to lack of alternative adequate accommodations;

    c. Living in emergency, transitional or domestic violence shelters; or

d. Abandoned in hospitals.

2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

3. Children and youths **who are** living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings;

4. Migratory children who **qualify as homeless because they are** living in circumstances described above; and

5. School-aged parents living in houses for school-aged parents if they have no other available living accommodations.

School of origin - the school the **child or youth** attended when permanently housed or the school in which the child or youth was last enrolled, **including preschool. When the child or youth completes the final grade level served by the school of origin, the school of origin shall include the designated receiving school at the next grade level for all feeder schools**.[6]

Unaccompanied youth - a student experiencing homelessness ~~and youths~~ not in the physical custody of a parent **or** guardian. **This includes youth who have** run away **from home; been** abandoned or forced out of home by a parent, guardian or other caretaker; **or separated from a parent or guardian for any other reason**.[7]

Delegation of Responsibility

The ~~SRC~~ Superintendent shall designate a District liaison for **students experiencing homelessness ~~and youths~~**, who shall have the duties and responsibilities imposed by law and SRC policy.[6]

The district's **Regional Coordinator ~~liaison~~ shall work with the Pennsylvania Department of Education designated to ensure outreach and coordination** with:[6]

1. Local social service agencies **and other entities** that provide services to **students experiencing homelessness ~~and youths~~** and **their** families.

2. Other **LEAs** on issues of **prompt identification**, transfer of records, transportation **and other inter-district activities.**

3. **District staff responsible for the provision of services under Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act**.[9][10]

4. State and local housing agencies responsible for comprehensive housing affordability strategies.

5. **Law enforcement agencies, juvenile and family courts, and providers of services and programs funded under the Runaway and Homeless Youth Act.**

The District's **Regional Coordinator** shall **ensure that** public notice of the educational rights of **students experiencing homelessness ~~and youths~~ is disseminated in locations frequented by parents/guardians of students experiencing homelessness ~~and youths~~, and unaccompanied youths, including** schools, shelters, **public libraries**, and soup kitchens. **Such notice shall be provided in a manner and form understandable to the parents/guardians of students experiencing homelessness ~~and youths~~, and unaccompanied youths**.[6]

The District's Regional Coordinator shall provide reliable, valid and comprehensive data to the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program in accordance with federal and state laws and regulations.[6]

The District's Regional Coordinator shall conduct an annual assessment of need in order to ensure that the District continues to provide optimal services and resources relevant to the regional context. The District's Regional Coordinator will engage in ongoing progress monitoring and evaluation to be conducted annually, at minimum, to ensure that the District's ECYEH program continues to meet the educational needs of students experiencing homelessness. ~~and youths~~

Mandatory Regulatory Procedures

The District's Regional Coordinator shall propagate Administrative Procedures enacting this policy including procedures for:

1. **Enrollment of Students**
2. **Best Interest Determination for Students**
3. **School Placement**
4. **Homeless Status Dispute Resolution**
5. **Comparable Services**

Education Records

Information about a student experiencing homelessness' ~~and youths~~ living situation shall be treated as a student education record subject to the protections of the Family Educational Rights and Privacy Act (FERPA), and shall not be deemed to be directory information.[16][17]

Uniforms

No school shall create uniform and dress requirements that create financial hardships for students and their families experiencing homelessness. Nor shall any student in a homeless situation receive disciplinary actions for not having a uniform due to financial

hardship. Every effort must be made to protect the privacy of students in this situation.[26]

Transportation

The District shall provide transportation for **students experiencing homelessness** to their school of origin or the school they choose to attend within the school district.[1][6][20]

If the school of origin is outside District boundaries or **students experiencing homelessness** live in another district but will attend their school of origin in this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportation.[6]

Legal References:
1. 24 P.S. 1306
2. 22 PA Code 11.18
3. 42 U.S.C. 11431 et seq
4. 34 CFR 299.19
5. 42 U.S.C. 11431
6. 42 U.S.C. 11432
7. 42 U.S.C. 11434a
8. 34 CFR 200.30
9. Pol. 103.1 - Nondiscrimination-Qualified Students With Disabilities/Protected Handicapped Students
10. Pol. 113 - Special Education
11. Pol. 200 - Enrollment of Students
12. Pol. 201 - Admission of Students
13. Pol. 203 - Immunizations and Communicable Diseases
14. Pol. 204 - Attendance
15. Pol. 209 - Health Examinations/Screenings
16. Pol. 216 - Student Records
17. Pol. 113.4 - Confidentiality of Special Education Student Information
18. Pol. 206 - Assignment Within District
19. Pol. 146 - Student Services
20. Pol. 810 - Transportation
21. Pol. 808 - Food Services
22. Pol. 115 - Career and Technical Education
23. Pol. 918 - District-Wide Parent and Family Engagement
24. Pol. 138 - English as a Second Language/Bilingual Education Program
25. Pol. 114 - Gifted Education
26. Pol. 221- Dress and Grooming

Related Information:
22 PA Code 403.1
20 U.S.C. 1232g
20 U.S.C. 6301 et seq
34 CFR Part 99
67 Fed. Reg. 10698
PA Education for Homeless Children and Youth State Plan

Administrative Procedures for Policy 251: Students Experiencing Homelessness

(Attachment for Policy 251)

Training

The District's Regional Coordinator shall participate in professional development programs and other technical assistance activities offered by the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program.[6]

The District's Regional Coordinator shall arrange professional development programs for school staff, including office staff, at a minimum, annually.[6]

School personnel providing services to students experiencing homelessness ~~and youths~~, including school enrollment staff, shall receive, at a minimum, annually, professional development and support to:[6]

1. **Improve identification of a student experiencing homelessness ~~and youths~~ and unaccompanied youths;**

2. **Understand the rights of such children, including requirements for immediate enrollment and transportation; and**

3. **Heighten the awareness of, and capacity to respond to, the educational needs of such children.**

Enrollment

The selected school shall immediately enroll the student and begin instruction, even if:

1. The student is unable to produce records normally required for enrollment. [3][11][12][13][14][15][16][17]

2. **The application or enrollment deadline has passed during any period of homelessness**. [6][11]

3. **School staff questions the validity of the parent's homeless claim. The Dispute Resolution procedure, referenced in this policy, should be used in these cases after the student has been enrolled. Only in cases where the school is at or over its building capacity will the student be assigned to the next closest school with space.**

4. The District's **Regional Coordinator shall immediately** contact the school last attended by the **child or youth** to obtain relevant academics or other records.[6][11][12][13][14][15][16][17]

5. The District may require a parent/guardian to submit contact information.[6]

6. **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][18]**

Best Interest Determination

In determining the best interest of a child or youth, the District shall:

1. **Presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the parent/guardian or unaccompanied youth**.[6]

2. **Consider student-centered factors related to impact of mobility on achievement, education, health and safety, giving priority to the request of the parent/guardian or unaccompanied youth**.[6]

3. **If, after such consideration, the District determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent/guardian or unaccompanied youth, the District shall provide the parent/guardian or unaccompanied youth with a written explanation of the reasons for its determination. The explanation shall be in a manner and form understandable to the parent/guardian or unaccompanied youth and shall include information regarding the right to appeal**.[6]

Placement

In accordance with the **child's or youth's** best interest, **the District shall** continue to enroll a **student experiencing homelessness** in his/her school of origin while s/he remains homeless **and through** the end of the academic year in which s/he obtains permanent housing.[6]

Parents/Guardians of a **student experiencing homelessness** may request enrollment in the school in the attendance area **where** the student is actually living **or other schools**.[6]

The District's **Regional Coordinator shall assist** an unaccompanied **youth in placement or enrollment decisions, giving priority to** the views of the student in determining where s/he will be enrolled.[6]

The District shall provide the parent/guardian **or unaccompanied youth** with a written explanation of **any** District decision **related to school selection or placement, including the right to** appeal.[6]

Dispute Resolution -

If a dispute arises **over eligibility**, enrollment or school selection:[6]

1. The parent/guardian or **unaccompanied youth** shall be referred to the district's **Regional Coordinator**, who shall **assist in** the dispute resolution process.

2. The student shall be immediately enrolled in the school in which enrollment is sought, pending **final** resolution of the dispute, **including all available appeals.**

3. **The District's Regional Coordinator shall issue a written decision of the dispute within twenty (20) business days of being notified of the dispute.**

A parent/guardian or unaccompanied youth may appeal a District's written decision or file a complaint with the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program.

Comparable Services

Students experiencing homelessness shall be provided services comparable to those offered to other District students. including, but not limited to:[1][6][19]

1. Transportation services;[20]

2. School nutrition programs;[21]

3. **Career** and technical education;[22]

4. Preschool programs;

5. Educational **programs** for which **the** student meets eligibility criteria, such as:

    a. **Services provided under Title I or similar state or local programs;**[23]

    b. Programs for **English Language Learners;**[24]

    c. Programs for students with disabilities;[10]

    d. Programs for gifted and talented students; and[25]

6. Support to help ensure that students experiencing homelessness can participate fully in extracurricular school activities.

No. 336

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300 Employees

TITLE: Personal Leave

ADOPTED: April 27, 1981

REVISED: November 19, 2001

336. PERSONAL LEAVE

Authority

This policy shall provide for absences for defined personal leave by administrative, professional and support employees.

Consistent with applicable collective bargaining agreements, The School Reform Commission has the authority to specify reasonable conditions under which personal leave may be granted, the type of situations in which such leave will be permitted, and the total number of days that may be used by an employee in any school year for such leave.[1][2]

Personal Leave

Personal leave days with pay shall be granted to district employees in accordance with applicable provisions of the collective bargaining agreement, employee policies or SRC resolution.

Personal leave **may** be used for urgent personal business which cannot be conveniently scheduled on days other than work days and for personal emergencies requiring immediate attention.

Requests for personal leave that would have the effect of extending school holidays or beginning the summer vacation earlier or extending it will not be approved except in the most unusual circumstances unless permitted by the applicable collective bargaining agreement and approved by the Office of Talent.

Bereavement Leave

Bereavement leave with pay shall be granted to district employees in accordance with applicable provisions of the collective bargaining agreement, employee handbook or SRC resolution.

Duration of the specific leave is dependent upon the relationship of the employee to the deceased, as outlined in the employee handbook and maintained by the Office of Talent.

Unpaid personal leaves shall be granted to district employees in accordance with applicable provisions of the respective collective bargaining agreement, employee handbook or SRC resolution.

Military Leave

The District shall provide eligible employees with leaves of absence for military training, active duty, and for reserve duty in the military service in accordance with applicable collective bargaining agreements, state and federal law and regulations and **as outlined in the employee handbook and maintained by the Office of Talent**.[3][4][5][6][7]

Legal References:
1. 24 P.S. 1154
2. Philadelphia Home Rule Charter - 12-308
3. 24 P.S. 1176-1181
4. 51 Pa. C.S.A. 4102
5. 51 Pa. C.S.A. 7309
6. 38 U.S.C. 4301 et seq
7. 20 CFR Part 1002

Related Information:
24 P.S. 510
Philadelphia Home Rule Charter - 12-300

SCHOOL DISTRICT OF PHILADELPHIA
EMPLOYEE HANDBOOK

October 2017

Medical Plans:
Personal Choice & Keystone.....1-800-ASK-BLUE or 1(800)275-2583
www.ibx.com/sdp

SPAP/CASA/Non-Represented—Dental, Vision, Rx:
United Concordia (Dental)..... 1-800-332-0366
Davis Vision (Vision)..... 1-800-999-5431
Future Scripts (Prescription)..... 1-888-678-7012

BARGAINING UNITS

PFT-Philadelphia Federation of Teachers.....215-587-6738
1816 Chestnut St. Health and Welfare: 215-561-2722
Philadelphia, PA 19103 Legal Services Fund: 215-972-0942
www.pft.org

SEIU Local 32BJ District 1201—Service Employees International Union..... 215-923-5488
Medical 877-605-8300
455 N 5th St. Health and Welfare: 215-627-9220
Philadelphia, PA 19103-5605 Legal: 215-627-7358
www.phillyunions.com/seiu1201 Fax: 215-923-5534
H&W Fax: 215-627-9250

Local 634-School Cafeteria Employees, UniteHere..... 215-440-0245
1415North Broad, Street Suite 219 Fax: 215-440-0376
Philadelphia, PA 19122 Local 634 Legal Fund 215-656-3600

400 Franklin Avenue Health and Welfare: 215-483-6000
Suite 135
Phoenixville, PA 19460
www.unitehere.org

SPAP-School Police Association of Philadelphia..... 215-342-3300
Fax: 215-342-0300
Suite 300, 8400 Bustleton Ave.
Philadelphia, PA 19152

CASA-Commonwealth Association of School Administrators..... 215-236-7222
855 N. Broad St. Fax: 215-236-9230
Philadelphia, PA 19123
www.casa502.org

2 ABSENCES

PURPOSE

The purpose of this policy is to establish guidelines for employee attendance. Excessive absence on the part of School District of Philadelphia (SDP) employees may have a negative effect on the services provided by the SDP, on the instructional program, the continuity of instruction to all pupils and the morale of other employees. This policy establishes procedures of the School District insofar as absences are concerned.

POLICY/PROCEDURE

Attendance

Punctual and regular attendance is expected of School District of Philadelphia employees. All employees are required to request approval for absences and leaves on the appropriate forms.

2.1 APPROVAL REQUIREMENT

Employees must secure prior approval from their supervisor and/or from Human Resources. The purpose of this requirement is to allow sufficient time to consider the request; to decide whether it may be granted; to determine the rate of salary deductions, if any; and to notify the school or department of the decision. Such requests must be prepared by the applicant on the proper form and presented to the principal or administrator for approval. Form SEH-86 is appropriate for vacation, personal leave and personal illness or illness in the family for three or fewer work days and form SEH-3 is appropriate for personal illness or illness in the family for more than three consecutive work days.

The **FMLA poster** lists employee rights under the **Family and Medical Leave Act**. Under this Act, employees may be eligible for unpaid, job-protected leave due to certain family and medical reasons.

2.2 GENERAL GUIDELINES

Documentation of reasons for a leave of absence such as a physician's signed certification of illness or disability shall be presented by the employee. Contact the Office of Employee Health Services at 215-400-4660 for additional information.

Employees on leave may not engage in any remunerative activity. Non-compliance will be a basis for employee dismissal from service.

Records of attendance shall be maintained for each employee. Absences and reasons for the absences shall be noted. These records shall be part of the evaluation of the employee's service.

2.3 PERSONAL LEAVE

Full-time, regular employees may be eligible for full salary for **three** days of personal leave each year without salary loss. Part-time, regular employees may be eligible for a prorated amount of leave depending on the number of days or hours worked.

Personal leave is to be used for urgent personal business which cannot be conveniently scheduled on days other than work days and for personal emergencies requiring immediate attention.

Requests for personal leave that would have the effect of extending school holidays or beginning the summer vacation earlier or extending it will not be approved except in the most unusual circumstances.

Unused personal leave at the end of each year may be accrued without limit but not used, except for employees represented by Local 634 who receive compensation for 100% of unused personal leave days each year.

Three days may be used for personal leave in any single school year. Collective bargaining agreements may allow use of more days.

Upon termination of service, employees whose services were not terminated for intentional misconduct shall be paid in accordance with their collective bargaining agreement or the Non-Represented Employees Benefit Overview for the number of unused personal leave days. All leave balances are subject to post audit.

2.4 PERSONAL ILLNESS

Full-time, regular employees may be eligible for full salary for **ten** days each year due to non-work-related illness or injuries, cumulative to an unlimited maximum. Part-time, regular employees may be eligible for a prorated amount of sick leave depending on the number of days or hours worked.

For routine physical examinations scheduled during the workday, employees must utilize personal leave or vacation time. Personal illness leave may not be used for such examinations.

An employee on sick leave who wishes to leave the city for a continuous period of time must obtain approval of the Director of Employee Health Services.

An employee whose absence exceeds ten consecutive days must be referred to the Director of Employee Health Services.

Upon termination of service, employees whose services were not terminated for intentional misconduct shall be reimbursed for 25% of unused personal illness days. All leave balances are subject to post audit.

Illness due to pregnancy
Employees who are medically unable to work *prior* to delivery must submit a detailed medical report from the attending physician documenting the diagnosis to Employee Health Services. The report must explain why the employee is unable to work. Failure to submit such a report may result in unauthorized leave without pay. The same documentation is required no later than six weeks after the birth for a disability resulting from pregnancy or childbirth.

Reports should be mailed to:

School District of Philadelphia
Employee Health Services, Suite 134
440 North Broad Street
Philadelphia, PA 19130

Employees are eligible for six weeks of sick leave after a normal delivery and eight weeks after a Cesarean, "C" section. A "C" section must be documented by a letter from the doctor confirming the surgery. Personal Illness days in the employee's bank and/or the wage continuation benefit will be used for the period of this leave, if available.

In the event that the disability no longer exists, the employee may request to be placed on Parental Leave of Absence *without* further payment of benefits in accordance with collective bargaining agreements, or the employee shall be required to return to work.

Extended Absence—No Wage Continuation Benefits

Employees who do not elect to participate in the wage continuation program, who have been on continuous absence because of illness, and who are unable to return to duty at the expiration of their accumulated personal illness days may be eligible for an unpaid leave of absence equal to the difference between the number of accumulated personal illness days and a full work year. If, at the end of this unpaid leave, the employees are unable to return to service immediately, service may be terminated. Medical benefits coverage is extended during the first three months of such unpaid leave.

Extended Absence—Wage Continuation Benefits

Employees who have been on continuous absence because of illness and are unable to return to duty at the expiration of their accumulated personal illness days may be eligible for benefits under the voluntary wage continuation program if they have become members of the program. As part of the program, employees have a non-paid waiting period, depending on the number of days in their personal illness banks. They may be entitled to up to one full year of wage continuation benefits, dependent upon their applicable union, after all personal illness days are exhausted. Employees who do not return at the end of their available benefit may be separated from service. For more information concerning wage continuation and union eligibility, see the Employee Benefits section or http://philasd.org/offices/benefits/programs/wagecontinuation.

For employee represented by PFT and District 1201, the following regulations will apply to employees who have been absent for an extended period of time of less than one year. All other employees should refer to the Summary Plan Description of the Wage Continuation Program on the Employee benefits Website, http://www.philasd.org/offices/benefits/

1. When the absence is more than three months but fewer than six months, there must be a resumption of work for a continuous three months before being considered eligible again for a full year of wage continuation benefits. Any **approved** leave taken within this three-month period, with a maximum of **three** days of personal leave and **three** days of sick leave or wage continuation benefits will **not** break the continuity of service.

2. When the absence is six months or more but less than one year, there must be a resumption of work for a continuous five months before being considered eligible again for a full year of wage continuation benefits. Any **approved** leave taken within this five-month period, with a maximum

of **three** days of personal leave and **five** days of sick leave or wage continuation benefits will **not** break the continuity of service.

3. Employees who return to work after an extended absence for personal illness and find it necessary to use more than the three or five days of permitted personal illness, wage continuation benefits, or approved leave may do so if they have accumulated personal illness days, or are covered for that period under their wage continuation benefits plan. In such cases, all benefits will cease when the total number of days employees are absent due to illness equals their entitlement under their plan. The absences are cumulative and include the initial period of extended absence due to illness and all subsequent absences during the continuous return to service period.

Participating in Other Activities While on Sick Leave
Employees on approved sick leave who desire to take part in a non-remunerative occupation, assist others in a remunerative occupation, or undertake volunteer activities outside the home, must obtain permission from the Chief Talent Office who shall consult the Director of Employee Health Services. Such a request must be submitted before engaging in the activity, in writing, and must include a description of the nature of the activity, specifics with respect to the location and duration of the activity, and a physician's statement indicating the medical advisability and feasibility of such activity. Non-compliance with this policy may be a basis for disciplinary action.

All employees returning to work from an extended period of illness must receive approval from Employee Health Services prior to returning to work.

2.5 ILLNESS IN FAMILY

Certain leaves for the illness of an immediate family member may be approved. The FMLA poster describes guidelines. Contact Employee Health Services at 215-400-4660 for details on how to apply.

The term *immediate family member* refers to a spouse or partner, son, daughter, father, mother, brother, sister, grandfather, or grandmother. Relationship through marriage is equivalent to relationship by blood. Residence in the same house, however, will not place the employee within the provision of this regulation where the degree of relationship is more distant than those above specified.

Documentation required for absence for illness in the family is the same as documentation for personal illness.

2.6 DEATH

Allowable lengths of absences are as follows for the death of a family member:

1. Immediate Family
In the event of the death of a parent, spouse or child.
- **Five work days, including the day of the funeral, taken within ten working days from date of death**

2. Close Family/ Resident of Household
In the event of the death of a sister, brother, grandchild, grandparent, or resident of the same household as the employee.
- **Three work days, including the day of the funeral, taken within ten working days from date of death**

3. Relative
In the event of the death of a first cousin, aunt, uncle, niece, or nephew.

- **Day of Funeral**

4. Distant Relative
In the event of the death of a distant relative.

- **Personal Leave must be used first; if not available, employee will be paid ½ of base pay for each working day's absence**

Relationship by marriage is the same as relationship by blood.

Period of Mourning
When a period of mourning is religiously required, employees will be paid 1/3 of base pay for each working day's absence beyond the time allowed, for a maximum of five days without loss of salary. A letter from the head of the congregation must be submitted to verify the requirement.

Allowable lengths of absences for other deaths:
1. Friend
In the event of the death of a friend not living with the employee, personal leave must be used first; if not available, employee will be paid 1/3 of base salary for the day.

2. Principal
In the event of the death of the principal, the entire school may be closed for the session of the funeral at the discretion of the Superintendent.

3. Faculty Member
For a delegation of not more than five faculty members there will be no salary loss to attend the funeral. The members to be selected shall be chosen on the basis of seniority of service in the school, or by the faculty as a group if that method of selection is preferred. Others who earn Personal Leave must use it if they wish to take off work, or they may secure a leave with full loss of salary.

2.7 VACATION

The amount of vacation accrual varies based on position and the length of School District service. Specific details are listed in collective bargaining agreements. Usage of vacation days requires prior approval. Blackout dates may apply, based upon departmental needs.

Vacation accrues on a monthly basis in the pay period which includes the 15th of the month.

Upon termination of service, employees shall be reimbursed in accordance with their collective bargaining agreement or the Non-Represented Employees Benefit Overview for unused vacation days. All leave balances are subject to post audit.

Reduced Vacation for Extended Absence
Following a leave of absence for six months or longer during a 12-month period—September 1 to August 31—the vacation of 12-month employees will be reduced by an amount equal to 1/12th of the employee's normal vacation accrual for each full month of absence. This applies to all types of extended leave: sabbatical, health, special leave with full salary loss, or any other extended leave of absence.

2.8 SABBATICAL

Professional employees and members of the supervisory, instructional, or administrative staff are eligible for sabbatical leave after the completion of ten years of satisfactory service in the public schools of the state. At least five consecutive years of such service must in the School District of Philadelphia, the school district from which the leave of absence is sought, unless the SRC allows a shorter time. Thereafter, such leaves are allowed at intervals of seven years from the date of the termination of the previous leave.

Contact the Office of Human Resources to verify eligibility for sabbatical leave.

Sabbatical leaves are authorized for:

- Professional development
- Restoration to health
- **For PFT represented employees only**, 20 years of continuous service in accordance with the provisions of the collective bargaining agreement.

A sabbatical must be for a period of one full school year, one half school year, or two half school years during a period of two years. Therefore, all leaves, except those for restoration of health, must begin on September 1 or February 1 for 10-month employees and on August 1 or February 1 for 12-month employees.

Applications for sabbatical (Form SEH-80) must be submitted to Human Resources at least one month prior to the close of the term previous to that for which the leave is requested. The school principal or administrator must sign the sabbatical application.

Every applicant for sabbatical leave must sign the agreement to return to the service of the Public Schools of Philadelphia at the expiration of leave. As defined by the Public School Employees' Retirement System (PSERS), in order to retain service credit for the period of the sabbatical, a member must return to the employer that granted a sabbatical leave for a period equal to at least one school term immediately following the end of the leave to retain the full sabbatical service credit. PSERS defines the school term as 180 days, regardless of the fiscal year or the number of days the member is contracted to work.. Unless prevented by illness or physical disability, employees who fail to return shall forfeit all benefits for the period of the leave, and retirement deductions shall be returned to the School District. Illness or physical disability is subject to verification.

The purpose of the sabbatical leave cannot be changed once the leave has begun; however, emergency situations will be considered upon written notice to Human Resources.

During a sabbatical, employees receive ½ of their regular salary. Employees are entitled to the same medical, health and life insurance benefits as active employees and the same retirement deductions will occur. Employees must advise their administrator where the bi-weekly checks are to be forwarded.

During the period of sabbatical leave, employees may not engage in a remunerative occupation other than that which could have been performed while in active service and a statement that this requirement has been followed will be required at the conclusion of the leave. However, employees are permitted to accept fellowships or foundation grants without losing their entitlement to salary specified by law.

The School District shall not change the duration of conditions of a sabbatical leave in the event employees become pregnant during such leave.

Upon return from sabbatical, employees may be reassigned to the position they would have occupied had they not taken sabbatical leave.

Leave for **professional development** must be in accordance with the following provisions:

1. Employees requesting such leave must submit a detailed plan describing the professional development activities to be undertaken.
2. Courses must be directly related to professional responsibilities as determined by the SRC prior to approval. Any changes in the courses or plan also require prior approval. Courses and activities must be encompassed by the following educational domains:
    a. Subject matter teaching
    b. Equity among a diverse student population
    c. Nature, extent, and uses of student measurement
    d. Social and psychological aspects of education
    e. Leadership and professionalism of education
    f. Courses which may be approved based on the submission of course descriptions and the applicability of course content
3. Courses must be taken for credit. Applicants must successfully complete the equivalent of nine graduate or 12 undergraduate semester hours at accredited institutions of higher education or 180 hours of professional development activities during each ½ year of the educational leave (proportional combinations of courses and activities may be requested).
4. Summer courses for ten month employees or courses taken outside the sabbatical period are not acceptable.
5. Employees must provide the School District with satisfactory evidence that the approved plan for professional development was fully followed during the leave. Official transcripts or written verification of attendance at activities must be presented.
6. Employees who fail to comply with the approved educational plan, unless prevented by illness or physical disability, shall forfeit all benefits for the period of the absence. Illness or physical disability is subject to verification.

Leave for **restoration to health** must be in accordance with the following provision:

- Applicants are required to provide documentation from their attending physician including appropriate specialists. Such documentation must include all dates of treatment, type of treatment, and a current report. This leave may be granted at any time during the school year for an equivalent period of one half school year.

  If, at the end of a sabbatical for one half school term or its equivalent, employees are unable to return to school service because of illness or physical disability, employees, upon written request prior to the expiration of the original leave, may be entitled to a further leave for one half school term or its equivalent.

2.9 MILITARY

Annual Reserve Training

Employees are expected to make a sincere effort to take their military training during their vacation or on non-school days so as not to interfere with the school program. A copy of the official orders should be submitted to a supervisor, and then to Human Resources, at least two weeks before the leave.

For reserve training, there will be no loss of salary for a maximum of 15 calendar days in one year.

Reservists/Members of the National Guard Called to Active Duty
The School District will continue to pay employees called to active military duty the difference between their School District salary and their military pay. Employees must submit documentation of their military rate of pay before payment while on active duty will be made.

Employees and dependents are entitled to receive benefits for the duration of the active duty. Benefit continuation has no specific time limitations.

Upon return from active duty, employees should contact the Pennsylvania Public School Retirees' System to inquire about eligibility to purchase military service for pension credit.

Employees must notify the School District of their return within 90 days of the expiration of their active duty status. Upon return to the School District employees will be placed in their former assignments as if they had remained active employees with no interruption in seniority. Ten month employees returning to the School District after February 1 will be returned to their former assignments at the earliest possible date but not later than the beginning of the following school year.

Enlistment
Employees' current assignments may be held for the first 89 days of active duty. After 89 days the current position will no longer be held. Employee may gain reemployment in a position of like seniority and pay.

Employees must apply to return to the School District within 90 days of the completion of their active duty.

Employees are entitled to continue to receive full benefits for the first 89 days of the leave. Following the 89-day period, the employee may continue to purchase benefits under the provisions of COBRA. The employee will pay 100% of the group rate premium. Benefits continuation has no specific time limitations. The employee may continue to make benefit payments during the full tour of active duty

2.10 PARENTAL

All new parents, including those by adoption, are eligible for parental leave.

89 day leave
When sick leave eligibility has expired after the birth of a baby, employees may apply for an 89-day unpaid leave with the right to return to their assignment as if they had remained in active service.

An 89 day leave is based on calendar days. For 10-month employees, the period from July 1 to August 31 is not counted in the 89-day leave. Ten month employees whose 89 day leave expires after May 1 may elect to extend the leave until the end of the school year in accordance with collective bargaining agreements.

Medical benefits eligibility is guaranteed for a **minimum of 90 days** during the leave and will continue, without disruption, upon return to service at the start of September. ***Employees who do not return at the end of the 89 day leave***, are entitled to coverage only for those 90 days. The School District of Philadelphia maintains the right to recover health insurance premiums for any period beyond those 90 days.

An employee is limited one 89 day leave per school year.

Extended parental leave-two years
At least twenty-one days before the expiration of an 89 day leave employees may apply for a two year parental leave. Assignments are not held nor are benefits paid after the end of the 89 day leave. Employees may maintain their benefits under the provisions of COBRA.

Employees returning from parental leave of two years (including the 89 day leave) are entitled to return to their former location if there is a vacancy, in accordance with collective bargaining agreements

Extended parental leave-four years
At least twenty-one days before the expiration of a two year parental leave, employees may apply for a four year parental leave. The entire parental leave may not exceed four years from the beginning of the 89 day leave. Employees who use this extension are not entitled to return to their former locations.

2.11 DISABILITY

Employees may use personal illness and wage continuation. See the Employee Benefits section for more information on this benefit.

2.12 GRADUATION

Employees may attend their own graduation with no loss of salary. Available Personal Leave must be used for other graduations, or else a full loss of salary will occur.

2.13 COURT APPEARANCES

Employees who appear as defendants, plaintiffs, or witnesses in cases arising out of school-connected incidents experience no loss of salary.

For personal cases, personal leave must be used; if employees do not have personal leave, full loss of salary will occur.

Employees who are subpoenaed as witnesses for a case experience no loss of salary, provided they are not parties (defendant or plaintiff) in the case.

2.14 JURY DUTY

Employees summoned for jury duty must submit the summons to their administrator. There will be no loss of salary.

If the jury is not in session for a day or more, employees must report to their work location.

2.15 RELIGIOUS HOLIDAYS

Payment is 1/3 of base salary for each day. A letter from the head of congregation is required for approval.

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 700 Property

TITLE: Service Animals in Schools

ADOPTED:

REVISED:

718 (NEW) USE OF SERVICE ANIMALS IN SCHOOLS

Purpose

The School Reform Commission adopts this policy to ensure that individuals with disabilities are permitted to participate in, and benefit from, district programs, activities and services, and to ensure that the district does not discriminate on the basis of disability.

Definitions

Service animal - any dog individually trained to do work or perform tasks for the benefit of an individual with a disability.[1]

Miniature horses may be utilized as service animals if:[2]

1. **The miniature horse is individually trained to do work or perform tasks for the benefit of an individual with a disability.**

2. **The facility can accommodate the type, size and weight of the miniature horse.**

3. **The presence of the miniature horse does not compromise the safe operation of the facility.**

The work or tasks performed by a service animal shall be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.[1]

The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purpose of this definition.[1]

Authority

The SRC shall permit individuals with disabilities to use service animals in district buildings, on district property, and on vehicles that are owned, leased or controlled by the school district, in accordance with this policy, other district policies and applicable state and federal laws and regulations.[3][4][5][6] Also, The SRC acknowledges that support animals, not strictly defined as service animals, may be considered a reasonable accommodation under the applicable laws and accommodation requests for emotional support, well-being, comfort, or companionship animals will be evaluated under the applicable laws and SRC policy. [3][4][5][6]

Mandatory Regulatory Guidelines

Admission of Service Animals to Public Events -

Individuals with disabilities may be accompanied by their service animals while on district property for events that are open to the general public. This right of access does not extend to the schools generally or to other activities that are not open to the general public.[3][2][10] Individuals with disabilities shall not be required to present documentation or certification for their service animals for access to district property for events that are open to the general public.

School officials ~~administrators~~ may inquire whether the animal is required because of a disability and the specific tasks that the animal has been trained to perform, but shall not ask questions about an individual's disability.[2]

The district shall not require an owner or handler of a service animal to pay an extra charge for the animal to attend events for which a fee is charged.[2]

Admission of Service Animals accompanying individuals who are not students or employees to Schools for occasions other than public events -

Before a service animal shall be allowed in a district building, or on district property or vehicles, for an event that is not open to the general public, the District shall request the following documentation from the owner or handler of the animal:[6]

1. **Verification of the need for a service animal.[2]**

2. **Description of the function(s) the service animal is trained to perform in relation to the individual's disability.[2]**

3. **Proof of current vaccinations and immunizations of the service animal.[9]**

Admission of Service Animals Accompanying Students and Employees -

A student or an employee with a disability may submit a request to bring a service animal to school for educational or employment purposes. A student or employee seeking to

bring a service animal to school adhere to the requirements as set forth in district policy and pursuant to federal state and local law [7][8][11]

Parents/Guardians of students with disabilities may submit a request to the building principal for their student to bring a service animal to school. The building principal shall forward the request to the appropriate Section 504 or IEP team. The team shall gather the necessary information and evaluate the request to bring a service animal to school. Any service animal accompanying a student with a disability to school or school activities shall be handled and cared for in a manner detailed in the student's IEP or Section 504 Service Agreement.[7][8]

~~**Before a service animal shall be allowed in a district building, or on district property or vehicles, the district shall request the following documentation from the owner or handler of the animal:**~~**[6]**

4. ~~**Verification of the need for a service animal.**~~**[2]**

5. ~~**Description of the function(s) the service animal is trained to perform in relation to the individual's disability.**~~**[2]**

6. ~~**Proof of current vaccinations and immunizations of the service animal.**~~**[9]**

~~***Admission of Service Animals to Public Events -***~~

~~**Individuals with disabilities may be accompanied by their service animals while on district property for events that are open to the general public. This right of access does not extend to the schools generally or to other activities that are not open to the general public.**~~**[3][2][10]**

~~**School administrators may inquire of the owner or handler of an animal whether the animal is required because of a disability and the specific tasks that the animal has been trained to perform, but shall not ask questions about an individual's disability.**~~**[2]**

~~**The district shall not require an owner or handler of a service animal to pay an extra charge for the animal to attend events for which a fee is charged.**~~**[2]**

Delegation of Responsibility

The Superintendent or designee shall develop and disseminate administrative procedures to implement SRC policy and accommodate individuals with disabilities requesting use of a service animal in district buildings and on district property and vehicles.

The ~~designated administrator~~ Deputy Chief Office of Student Rights and Responsibilities shall ensure that all individuals involved in a situation where a service animal will regularly accompany an individual in district buildings or on district property or vehicles are informed of the SRC policy and administrative procedures governing this issue. Involved individuals can include administrators, appropriate employees, student and parent/guardian.

~~**The owner or handler of a service animal shall be solely responsible for:**~~

1. ~~**Supervision and care of the animal, including any feeding, exercising, clean up and stain removal.[2]**~~

2. ~~**Control of the animal at all times through the use of a harness, leash, tether or by other effective means.**~~

3. ~~**Damages to district buildings, property and vehicles caused by the animal.**~~

4. ~~**Injuries to students, employees, volunteers and visitors caused by the animal.**~~

5. ~~**Annual submission of documentation of vaccinations and immunizations.**~~

The building principal shall receive and forward to the designated administrator each completed request by an individual with a disability to be accompanied by a service animal. The Superintendent or designee shall respond to the request.

~~**District administrators may exclude a service animal from district buildings, property and vehicles under the following circumstances:**~~

1. ~~**Presence of the animal poses a direct threat to the health and safety of others.**~~

2. ~~**Owner or handler is unable to control the animal.**~~

3. ~~**Animal is not housebroken.**~~

4. ~~**Presence of the animal would require a fundamental alteration to the program.**~~

Any individual with a service animal who is aggrieved by a decision to exclude, limit or remove a service animal may appeal that decision in accordance with applicable SRC policy. The appeal must be in writing and provide detailed information regarding the basis of the appeal.[7][11][12]

Legal References:

1. 28 CFR 35.104
2. 28 CFR 35.136
3. 43 P.S. 953
4. 29 U.S.C. 794
5. 42 U.S.C. 12101 et seq
6. 28 CFR 35.130
7. Pol. 103.1 - Nondiscrimination - Qualified Students With Disabilities/Protected Handicapped Students
8. Pol. 113 - Special Education
9. 3 P.S. 455.1 et seq
10. Pol. 904 - Public Attendance at School Events
11. Pol. 104 - Nondiscrimination in Employment Practices

12. Pol. 906 - Public Complaints

Related Information:
28 CFR Part 35
29 CFR Part 1630
Pol. 103 - Nondiscrimination in School and Classroom Practices
Pol. 707 - Use of School Facilities

Administrative Procedures for the Use of Service Animals in Schools
(Attachment for Policy 718)

The following administrative procedures are meant to serve as guidelines to ensure that individuals with disabilities who require the presence of a service animal are permitted to participate in, and benefit from, district programs, activities and services and to ensure that the district does not discriminate on the basis of disability.

Admission of Service Animals on District Property

Admission of Service Animals to Public Events -

Individuals with disabilities may be accompanied by their service animals while on district property for events that are open to the general public. This right of access does not extend to the schools generally or to other activities that are not open to the general public. Individuals with disabilities shall not be required to present documentation or certification for their service animals for access to district property for events that are open to the general public.

Admission of Service Animals accompanying individuals who are not students or employees to Schools for occasions other than public events -

Before a service animal shall be allowed in a district building, or on district property or vehicles, for an event that is not open to the general public, the District shall request the following documentation from the owner or handler of the animal:

1. Verification of the need for a service animal.

2. Description of the function(s) the service animal is trained to perform in relation to the individual's disability.

3. Proof of current vaccinations and immunizations of the service animal.

Admission of Service Animals Accompanying Students and Employees -

A student or an employee with a disability may submit a request to bring a service animal to school for educational or employment purposes. A student or employee seeking to bring a service animal to school adhere to the requirements as set forth in district policy and pursuant to federal state and local law

Guidelines for Students With Disabilities:

A student with a disability, or a parent or guardian on behalf of the student, may request to bring a service animal to school for educational purposes. The building principal shall, in consultation with the student's IEP team, if applicable, or other appropriate school personnel, determine whether the animal meets the criteria for a service animal. For students with IEPs, the IEP team shall determine whether and to what extent the student needs District-provided support in fulfilling their responsibility as handler of the service animal. Student grievances should be addressed under Policy 103.1.

General Guidelines for Admission of Service Animals To Schools for Employees:
An employee with a disability may submit a prior written request to bring a service animal to school for employment purposes to the building principal or Director of Human Resources, together with supporting medical documentation. The request shall be handled in the same manner as any other request for accommodation under the Americans with Disabilities Act. Requirements may be imposed upon the employee similar in nature to those set forth below in the next section and shall be documented in writing to the employee. Employee grievances should be handled under Policy 104.

Definition of service animal
A dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability.

- The Americans with Disabilities Act revised the definition of service animal in to include miniature horses. Miniature horses generally range in height from 24 to 34 inches, measured to the shoulders and weigh between 70 and 100 lbs.
- Animals deemed as being for emotional support, well-being, comfort or companionship do not qualify as service animals.

Determination as to Whether Animal Qualifies as Service Animal

In situations where it is not obvious that the animal is a service animal, District staff may ask only two specific questions: (1) is the animal a service animal required because of a disability? and (2) what work or task has the animal been trained to perform?

Staff are not allowed to request any documentation for the animal, require that the animal demonstrate its task, or inquire about the nature of the person's disability. The applicable law makes a distinction between psychiatric service animals and emotional support animals. If an animal has been trained to sense that an anxiety attack is about to happen and take a specific action to help avoid the attack or lessen its impact, that would qualify as a service animal. However, if the animal's mere presence provides comfort, that would not be considered a service animal under the ADA.

Service-animals-in-training are not considered service animals unless required by law.

Responsibility for Service Animal

The owner or handler of a service animal shall be solely responsible for:

A. Supervision and care of the animal, including any feeding, exercising, clean up and stain removal.

B. Control of the animal at all times through the use of a harness, leash, tether or by other effective means.

C. Damage to District buildings, property and vehicles caused by the animal.

D. Injuries to students, employees, volunteers and visitors caused by the animal.

E. Annual submission of documentation of vaccinations and immunizations.

The designated administrator shall ensure that all individuals involved in a situation where a service animal will regularly accompany an owner or handler in District buildings or on District property or vehicles are informed of the Board policy and administrative regulations governing this issue. Involved individuals can include administrators, appropriate employees, student and parent/guardian

District administrators may exclude a service animal from District buildings, property and vehicles under the following circumstances: A. Presence of the animal poses a direct threat to the health and safety of others. B. Owner or handler is unable to control the animal. C. Animal is not housebroken. D. Presence of the animal would require a fundamental alteration to the program.

Any individual with a service animal who is aggrieved by a decision to exclude, limit or remove a service animal may appeal that decision in accordance with applicable Board policy as cross referenced below.

Where are service animals allowed in the school building

Under the ADA, service animals must be allowed to accompany students with disabilities in all areas of the school where the other students are normally allowed to go.

Requirements for service animal presence on district property

- Service animals must be harnesses, leashed or tethered, unless these restraints interfere with the service animal's work or the individual's disability prevents using these devices. If so, the student is allowed to maintain control of the animal through voice, signal or other effective controls.
- The school may not ask for proof of the animal's certification, training or license as a service animal; nor may the school require the animal to wear a vest.
- The building principal shall receive and forward to the request to the appropriate Section 504 or IEP team.

Responsibility for service animal while in the school building

The student or handler of a service animal shall be solely responsible for:

1. Supervision and care of the animal, including any feeding, exercising, clean up and stain removal.

2. Control of the animal at all times through the use of a harness, leash, tether or other effective means.
3. Damages to district buildings, property and vehicles caused by the animal.
4. Injuries to students, employees, and volunteers.
5. Any student with a service animal who is aggrieved by a decision to exclude, limit or remove a service animal may appeal that decision in accordance with applicable SRC policy. The appeal must be in writing and provide detailed information regarding the basis of the appeal.rs and visitors caused by the animal.
6. Annual submission of documentation of vaccinations.

Specific rules and exclusions related to service animal presence in the schools

1. Students with disabilities cannot be isolated from other students. This applies even in parts of the school where foods are prepared or eaten. A student with a service animal may sit in the cafeteria with their service animal.
2. Allergies and fear of dogs are not valid reasons for denying access to students with service animals. If another student or a staff member's allergy is of concern, the school may accommodate the student with the service animal and the allergic persons in different locations in the same room or different rooms in the facility.
3. A student with a disability cannot be asked to remove their service animal from the premises unless:
    a. the animal is out of control and the student or handler does not take effective action to control it and consequently the animal poses a direct threat to the health and safety of others.
    b. the animal is not housebroken.
    c. the presence of the animal would require a fundamental alteration to the program.

No. 808

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 800 Operations

TITLE: Food Services

ADOPTED: April 27, 1981

REVISED:

808. FOOD SERVICES

Purpose

The School Reform Commission recognizes that students require adequate, nourishing food and beverages in order to grow, learn and maintain good health. The SRC directs that District food service programs shall be directed at meeting the needs of **students** in accordance with **SRC policy**.

Authority

The food service program shall be operated in compliance with all applicable state and federal laws and regulations, as well as federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture (USDA).[1][2][3][4][5][6][7][8][9][10]

The SRC shall provide food service for school breakfasts and school lunches, at no cost to the student, that meets the standards required by state and federal school breakfast and lunch programs.[1][2][3][5][7][9][10]

The District may also participate in an after school **feeding** program, **which provides** meals to students enrolled in **the District's** after school education programs.[11][12] ~~The District will not sell a la carte items to students if they do not have the money to pay at time of purchase.~~

Food sold by the school may be purchased by **District employees.** The price for all food items **sold in the schools, including non-program foods, shall be** established annually by the Division of Food Services **and shall comply with state and federal laws and regulations.**[3][13][14]

The District shall ensure that, in the operation of the food service program, no student, staff member, or other individual shall be discriminated against on the basis of race, color, national origin, age, sex or disability.[15][16]

Accommodating Students With Special Dietary Needs

The District shall make appropriate food service and/or meal accommodations to students with special dietary needs in accordance with applicable law, regulations and SRC policy.[21][22][23][24]

Delegation of Responsibility

Operation and supervision of the food service program shall be the responsibility of the Senior Vice President of Food Service.

Cafeterias **shall** be operated on a non-profit basis. A review of the cafeteria accounts shall be made by the Chief Financial Officer **or designee** monthly and by the auditor annually.[2][3]

The Superintendent or designee shall comply with local, state and federal requirements for conducting cafeteria health and safety inspections and ensuring employee participation in appropriate inspection services and training programs.[17][18][19][20]

The Superintendent or designee shall annually notify students, parents/guardians and employees concerning the contents of this policy and applicable administrative procedures. Notification shall include information related to nondiscrimination.[15]

Professional Standards for Food Service Personnel

The District shall comply with the professional standards for school food service personnel who manage and operate the National School Lunch and School Breakfast Programs. For purposes of this policy, professional standards include hiring standards for new food service program directors and annual continuing education/training for all individuals involved in the operation and administration of school meal programs. Such professional standards shall apply to both District-operated food service programs and contracted food service programs.[5][7][20][25]

Mandatory Regulatory Procedure

School Food Safety Inspections

The District shall obtain two (2) safety inspections per year in accordance with state and federal laws and regulations.[18][19][26]

The District shall post the most recent inspection report and release a copy of the report to members of the public, upon request.

The District shall conduct self-inspections in accordance with local ordinances.

School Food Safety Program

The District shall comply with federal requirements in developing a food safety program that enables district schools to take systematic action to prevent or minimize the risk of foodborne illness among students.[9][10][18]

The District shall maintain proper sanitation and health standards in food storage, preparation and service, in accordance with applicable state and local laws and regulations and federal food safety requirements.[19][26][27]

A La Carte Items

The District will not sell a la carte items to students if they do not have the money to pay at time of purchase

Legal References:

1. 24 P.S. 1335
2. 24 P.S. 1337
3. 24 P.S. 504
4. 24 P.S. 807.1
5. 42 U.S.C. 1751 et seq
6. 42 U.S.C. 1759a
7. 42 U.S.C. 1773
8. 2 CFR Part 200
9. 7 CFR Part 210
10. 7 CFR Part 220
11. 42 U.S.C. 1766a
12. 7 CFR Part 226
13. 42 U.S.C. 1760
14. 7 CFR 210.14
15. FNS Instruction 113-1 (USDA)
16. 7 CFR 210.23
17. 3 Pa. C.S.A. 5713
18. 42 U.S.C. 1758(h)
19. 7 CFR 210.13
20. 7 CFR 210.30
21. 7 CFR 15b.40
22. Pol. 103.1 - Nondiscrimination-Qualified Students With Disabilities/Protected Handicapped Students
23. Pol. 113 - Special Education
24. Pol. 209.1 - Food Allergy Management
25. 7 CFR 210.15
26. 7 CFR 220.7
27. 7 CFR 210.9

24 P.S. 696
P.L. 111-296
7 CFR Part 15
7 CFR Part 215
Pol. 103 - Nondiscrimination in School and Classroom Practices
Philadelphia Code of Ordinances (Health Code) - Title 6, Sections 6-102, 6-301

THE SCHOOL DISTRICT
OF PHILADELPHIA

No. 824 (NEW)

SECTION: 800 Operations

TITLE: Maintaining Professional Adult/Student Boundaries

ADOPTED:

REVISED:

MAINTAINING PROFESSIONAL ADULT/STUDENT BOUNDARIES (NEW)

Authority

This policy applies to District employees, volunteers, student teachers, and independent contractors and their employees who interact with students or are present on school grounds. For purposes of this policy, such individuals are referred to collectively as adults. The term *adults* as used in this policy, does not include District students who perform services on a volunteer or compensated basis. This policy applies to all District related or sponsored activities whether or not the activities take place on district property, including but not limited to teaching, counseling, athletics, extracurricular activities, treatment of a student's physical injury or other medical needs, school administration or other purposes within the scope of the adult's job duties.

All adults shall be expected to maintain professional, moral and ethical relationships with District students that are conducive to an effective, safe learning environment. This policy addresses a range of behaviors that include not only obviously unlawful or improper interactions with students, but also precursor grooming and other boundary-blurring behaviors that can lead to more egregious misconduct.

The School Reform Commission directs that all adults shall be informed of conduct that is prohibited and the disciplinary actions that may be applied for violation of SRC policies, administrative procedures and rules and the School District of Philadelphia Employee Code of Ethics, where applicable.

This policy is not intended to interfere with appropriate pre-existing personal relationships between adults and students and their families that exist independently of the District or to interfere with participation in civic, religious or other outside organizations that include District students.

Definition

For purposes of this policy, legitimate educational reasons include matters or communications related to teaching, counseling, athletics, extracurricular activities, treatment of a student's physical injury or other medical needs, school administration or other purposes within the scope of the adult's job duties.

Delegation of Responsibility

The Superintendent or designee shall annually inform students, parents/guardians, and all adults regarding the contents of this policy through employee and student handbooks, posting on the District website, and by other appropriate methods.

The building principal or designee shall be available to answer questions about behaviors or activities that may violate professional boundaries as defined in this policy.

Independent contractors doing business with the district shall ensure that their employees who have interaction with students or are present on school grounds are informed of the provisions of this policy.[1]

Mandatory Regulatory Guidelines

Adults shall establish and maintain appropriate personal boundaries with students and not engage in any behavior that is prohibited by this policy or that creates the appearance of prohibited behavior as indicated in the administrative procedures. The Superintendent or designee shall create administrative procedures including the following guidance.

1. **Prohibited Conduct**
2. **Reporting inappropriate or suspicious conduct**
3. **Investigating reports of inappropriate or suspicious conduct**
4. **Disciplinary action**
5. **Training**

Legal References:
1. Pol. 818 - Contracted Services
2. Pol. 103 - Nondiscrimination in School and Classroom Practices
3. Pol. 103.1 - Nondiscrimination-Qualified Students With Disabilities/Protected Handicapped Students
4. Pol. 248 - Unlawful Harassment of Students
5. Pol. 815 - Acceptable Use of Internet, Technology and Network Resources
6. 23 Pa. C.S.A. 6311
7. Pol. 806 - Child Abuse
8. 24 P.S. 2070.9a
9. Pol. 317.1 - Educator Misconduct
10. 24 P.S. 1302.1-A
11. 24 P.S. 1303-A

12. 22 PA Code 10.2
13. 22 PA Code 10.21
14. 22 PA Code 10.22
15. Pol. 805.1 - Relations With Law Enforcement Agencies
16. Pol. 348 - Unlawful Harassment
17. Pol. 317 - Conduct/Disciplinary Procedures
18. 18 Pa. C.S.A. 3124.2
19. 24 P.S. 2070.9f

Related Information:
24 P.S. 510
22 PA Code 235.1 et seq
24 P.S. 2070.1a et seq
23 Pa. C.S.A. 6301 et seq
Philadelphia Home Rule Charter - 12-300

Administrative Procedures for Maintaining Professional Adult/Student Boundaries
(Attachment for Policy 824)

Prohibited Conduct

Adults shall be prohibited from dating, courting, or entering into or attempting to form a romantic or sexual relationship with any student enrolled in the District, regardless of the student's age. Students of any age are not legally capable of consenting to romantic or sexual interactions with adults.

Prohibited romantic or sexual interaction involving students includes, but is not limited to:

1. **Sexual physical contact.**
2. **Romantic flirtation, propositions, or sexual remarks.**
3. **Sexual slurs, leering, epithets, sexual or derogatory comments.**
4. **Personal comments about a student's body.**
5. **Sexual jokes, notes, stories, drawings, gestures or pictures.**
6. **Spreading sexual or romantic rumors.**
7. **Touching a student's body or clothes in a sexual or intimate way.**
8. **Accepting massages, or offering or giving massages other than in the course of injury care administered by an athletic trainer, coach, or health care provider.**
9. **Restricting a student's freedom of movement in a sexually intimidating or provocative manner.**
10. **Displaying or transmitting sexual objects, pictures, or depictions.**

Social Interactions -

In order to maintain professional boundaries, adults shall ensure that their interactions with students are appropriate.

Examples of prohibited conduct that violates professional boundaries include, but are not limited to:

1. **Disclosing personal, sexual, family, employment concerns or other private matters to one or more students.**

2. **Exchanging notes, emails or other communications of a personal nature with a student.**

3. **Giving personal gifts, cards or letters to a student without written approval from the building principal.**

4. **Touching students without a legitimate educational reason. (Reasons could include the need for assistance when injured, a kindergartner having a toileting accident and requiring assistance, appropriate coaching instruction, or appropriate music instruction).**

5. **Singling out a particular student or students for personal attention or friendship beyond the ordinary professional adult-student relationship.**

6. **Taking a student out of class without a legitimate educational reason.**

7. **Being alone with a student behind closed doors without a legitimate educational reason.**

8. **Initiating or extending contact with a student beyond the school day or outside of class times without a legitimate educational reason.**

9. **Sending or accompanying a student on personal errands.**

10. **Inviting a student to the adult's home.**

11. **Going to a student's home without a legitimate educational reason.**

12. **Taking a student on outings without prior notification to and approval from both the parent/guardian and the building principal.**

13. **Giving a student a ride alone in a vehicle in a nonemergency situation without prior notification to and approval from both the parent/guardian and the building principal.**

14. **Addressing students or permitting students to address adults with personalized terms of endearment, pet names, or otherwise in an overly familiar manner.**

15. **Telling a student personal secrets or sharing personal secrets with a student.**

16. **For adults who are not guidance/counseling staff, psychologists, social workers or other adults with designated responsibilities to counsel students, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, the student should be referred to the appropriate school resource.**

17. **Furnishing alcohol, drugs or tobacco to a student or being present where any student is consuming these substances.**

18. **Engaging in harassing or discriminatory conduct prohibited by other district policies or by state or federal law and regulations.**

Electronic Communications -

For purposes of this policy, electronic communication shall mean a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant or pager. Electronic communications include, but are not limited to, emails, instant messages and communications made by means of an Internet website, including social media and other networking websites.

As with other forms of communication, when communicating electronically, adults shall maintain professional boundaries with students.

Electronic communication with students shall be for legitimate educational reasons only.

When available, District-provided email or other District-provided communication devices shall be used when communicating electronically with students. The use of District-provided email or other District-provided communication devices shall be in accordance with District policies and procedures

All electronic communications from coaches and advisors to team or club members shall be sent in a single communication to all participating team or club members, except for communications concerning an individual student's medical or academic privacy matters, in which case the communications will be copied to the building principal. In the case of sports teams under the direction of the Athletic Director, such medical or academic communications shall also be copied to the Athletic Director.

Adults shall not follow or accept requests for current students to be friends or connections on personal social networking sites and shall not create any networking site for communication with students other than those provided by the

district for this purpose, without the prior written approval of the building principal.

Exceptions

An emergency situation or a legitimate educational reason may justify deviation from professional boundaries set out in this policy. The adult shall be prepared to articulate the reason for any deviation from the requirements of this policy and must demonstrate that s/he has maintained an appropriate relationship with the student.

Under no circumstance will an educational or other reason justify deviation from the "Romantic and Sexual Relationships" section of this policy.

There will be circumstances where personal relationships develop between an adult and a student's family, e.g. when their children become friends. This policy is not intended to interfere with such relationships or to limit activities that are normally consistent with such relationships. Adults are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity.

It is understood that many adults are involved in various other roles in the community through non-District-related civic, religious, athletic, scouting or other organizations and programs whose participants may include district students. Such community involvement is commendable, and this policy is not intended to interfere with or restrict an adult's ability to serve in those roles; however, adults are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity with regard to all youth with whom they interact in the course of their community involvement.

Reporting Inappropriate or Suspicious Conduct

Any person, including a student, who has concerns about or is uncomfortable with a relationship or interaction between an adult and a student, shall immediately notify the Superintendent, principal or other administrator.

All District employees, independent contractors and volunteers who have reasonable cause to suspect that a child is the victim of child abuse, shall immediately report the suspected abuse, in accordance with applicable law, regulations and SRC policy.

An educator who knows of any action, inaction or conduct which constitutes sexual abuse or exploitation or sexual misconduct under the Educator Discipline Act shall report such misconduct to the Pennsylvania Department of Education on the required form, and shall report such misconduct to the Superintendent and

his/her immediate supervisor, within fifteen (15) days of discovery of such misconduct.

If the Superintendent or designee reasonably suspects that conduct being reported involves an incident required to be reported under the Child Protective Services Law, the Educator Discipline Act or the Safe Schools Act, the Superintendent or designee shall make a report, in accordance with applicable law, regulations and SRC policy.

It is a violation of this policy to retaliate against any person for reporting any action pursuant to this policy or for participating as a witness in any related investigation or hearing.

Investigation

Allegations of inappropriate conduct shall be promptly investigated in accordance with the procedures utilized for complaints of harassment.

It is understood that some reports made pursuant to this policy will be based on rumors or misunderstandings; the mere fact that the reported adult is cleared of any wrongdoing shall not result in disciplinary action against the reporter or any witnesses. If as the result of an investigation any individual, including the reported adult, the reporter, or a witness is found to have intentionally provided false information in making the report or during the investigation or hearings related to the report, or if any individual intentionally obstructs the investigation or hearings, this may be addressed as a violation of this policy and other applicable laws, regulations and district policies. Obstruction includes, but is not limited to, violation of "no contact" orders given to the reported adult, attempting to alter or influence witness testimony, and destruction of or hiding evidence.

Disciplinary Action

A District employee who violates this policy may be subject to disciplinary action, up to and including termination, in accordance with all applicable district disciplinary policies and procedures.

A volunteer, student teacher, or independent contractor or an employee of an independent contractor who violates this policy may be prohibited from working or serving in District schools for an appropriate period of time or permanently, as determined by the Superintendent or designee.

Training

The District shall provide training with respect to the provisions of this policy to current and new District employees, volunteers and student teachers subject to this policy.

The District, at its sole discretion, may require independent contractors and their employees who interact with students or are present on school grounds to receive training on this policy and related procedures.

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: PUPILS

TITLE: Harassment and Discrimination of Students

ADOPTED: September 22, 2010

REVISED:

248. HARASSMENT AND DISCRIMINATION OF STUDENTS

Purpose

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

Authority

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

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

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

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

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

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

Definitions

~~For purposes of this policy,~~

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

Harassment can create a hostile environment when it:

1. Is severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment.

2. Has the purpose or effect of substantially or unreasonably interfering with a student's education.

3. Otherwise adversely affects an individual's learning opportunities, safety or well-being.

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

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

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

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

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

Guidelines

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

This policy shall be accessible in every classroom, posted in a prominent location within each school building and posted on the district website. The policy shall be made available in English and all other languages necessary to facilitate understanding by district residents.
This policy shall be reviewed with every district student within ninety (90) days after the initial adoption or a revision by the SRC, and annually on the first day of school thereafter.

Mandated Regulatory Procedures:

Complaint/Grievance Procedure – Student/Third Party

Step 1 – Reporting Bullying, Harassment, or Discrimination

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

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

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

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

antiharassment@philasd.org

Step 2 – Investigation
Upon receiving a complaint of harassment or sex discrimination, the building principal or designee shall take immediate and appropriate action to investigate or otherwise determine what occurreds. At a minimum, the investigation shall consist of the following:

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

2. The parties may present witnesses and other evidence as part of the investigation.

2. The investigator shall attempt to secure statements from all participants i n, and witnesses to, the incident(s). The complainant shall not be required to meet face-to-face with the accused.

3. When a student with limited English proficiency is a party to a complaint, interpretation and/or translation services shall be provided. The limited English proficiency of a complainant, witness, or the accused is not an acceptable reason for failure to secure a statement from him or her.

4. The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.

5. The obligation to conduct this investigation shall not be negated by the fact that the complainant cannot identify the accused.

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

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

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

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

Step 3 - Investigative Report

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

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

Step 4 -District Action

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

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

Appeal Procedure

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

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

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

Expedited Resolution of Harassment Incidents

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

1. The harassment was not severe, persistent, or pervasive, and

2. The District employee is able to fully and adequately address the harassment with the target(s) (if any) and the perpetrator(s), including:

    a. Educating the perpetrator(s) on the wrongfulness of his/her actions, identifying the harassing language and behavior involved, and referring the student for counseling, community service or imposing discipline, if appropriate, and
    b. Speaking with the target student(s) (if any) to ensure s/he has not been a repeated target of harassment, is satisfied with the employee's response, and is notified of his/her right to file a complaint with the principal.

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

The following are examples of harassment prohibited by this policy:

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

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

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

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

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

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

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

Delegation of Responsibility

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

The Title IX **Deputy** Coordinator shall:

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

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

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

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

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

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

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

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

Legal References:

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

Related Information:

Office for Civil Rights – Revised Sexual Harassment Guidance: Harassment of Students By School Employees, Other Students, or Third Parties
Philadelphia Commission on Human Relations Guidance
Pol. 103.1 - Nondiscrimination – Qualified Students With Disabilities/Protected Handicapped Students
Pol. 249 - Bullying/Cyberbullying
Pol. 806 - Child Abuse

No. 348

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 300 Employees

TITLE: Harassment and Discrimination of Employees

ADOPTED:

REVISED:

348. HARASSMENT AND DISCRIMINATION OF EMPLOYEES

Authority

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

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

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

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

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

Definitions

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

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

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

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

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

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

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

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

Delegation of Responsibility

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

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

Chief Talent Officer/Title IX **Deputy** Coordinator
440 N. Broad Street
Philadelphia PA 19130
215-400-4600
employeetitleIXcomplaints@philasd.org

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

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

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

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

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

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

Legal References:

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

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

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

Informal Complaint Procedure – Employee/Third Party

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

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

Formal Complaint Procedure – Employee/Third Party

Step 1 – Reporting

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

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

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

Step 2 – Investigation

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

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

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

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

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

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

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

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

Step 3 – Investigative Report

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

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

Step 4 – District Action

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

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

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

Appeal Procedure

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

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

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

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 406

SECTION: 400 Charter Schools

TITLE: Charter **Amendments**

ADOPTED: April 24, 2014

REVISED:

406. CHARTER **AMENDMENTS**

Authority

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

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

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

Delegation of Responsibility

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

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

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

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

Definitions

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

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

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

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

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

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

Material charter amendments include:

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

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

Timeframes for Submission of Material Charter Amendment Requests

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

Requests must be submitted with required documents by January 15 of the school year prior to the proposed charter amendment effective date[2]. In the event of an unforeseen emergency requiring an immediate change in a charter school facility or location, the charter school shall submit a charter amendment request within a reasonable period of time, and such amendment request may be approved by the SRC as a ratification of the change in facility or location.

Eligibility for Submission of Mid-Term Material Charter Amendment Requests

Material Amendment Type	Eligibility Requirements
Enrollment expansion of 10% or fewer of the current maximum authorized	**Charter schools may submit one request for enrollment expansion of 10% or fewer of the current maximum authorized enrollment or 100 seats, whichever is less,**

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

enrollment or 100 seats, whichever is less.	**during the charter term.** **Charter schools seeking charter amendment requests for Enrollment Expansion must meet the 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.**
Change to grade levels served	**Due to business-need or legal requirement caused by change in school feeder pattern.**
Significant change to mission~~,~~ ~~program~~ or fundamental change to educational plan	**None.**
Name **change**	**Due to business-need or legal requirement.**
Change in building location or addition of new facility due to business-need, unavailability of current facility and/or emergency	**Due to business need and/or emergency. Material charter amendments during the charter term related only to a change in building location or an addition of a new facility may be submitted more than once during a charter term if there is a demonstrated business need or unforeseen emergency.**
Change in CMO	**Due to business-need.**

<u>Evaluation Criteria for Material Charter Amendment Requests</u>

For material charter amendments, the evaluation criteria for all amendment types broadly includes: (i) the extent to which the initial request and subsequently submitted materials

respond to the information requested by the CSO; (ii) capabilities of the charter school to provide comprehensive learning experiences to all students; (iii) demonstrated, sustainable support for the charter school's plans by parents, community members, and students; (iv) evidence of the charter school's previous performance and demonstration of ability to sustain this performance to meet the standards of the charter school performance framework in the domains of academic success, organizational compliance and viability, and financial health and sustainability; and (v) demonstration of the charter school's compliance with its charter.

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

Material Amendment Type	Evaluation Criteria
Enrollment expansion of 10% or fewer of the current maximum authorized enrollment or 100 seats, whichever is less **OR** **Change to grade levels served**	**1. ~~Strong c~~ Evidence of the charter school's previous performance and demonstration of ability to sustain this performance to meet the best practice and equity expectations of the charter school performance framework in all domains;** **2. Clear-research based rationale for change to grade levels served (if grade change requested) , ~~clear research-based rationale for change to grade levels served~~;** **3. Expected impacts on students, families, and staff resulting from proposed change;** **4. Financial impact on the charter school, including evidence of appropriate and sufficient budgeted expenditures for year one of the proposed amendment through the year the charter school reaches full scale;** **5. Demonstration of planned capacity increases at the charter school leadership or CMO level; evidence of responsive staffing plan;** **6. Detailed description of impact of expansion on academic plan, including rationale for curriculum and plan for serving all learners, aligned with the school's Charter and Applicable Laws;** **7. Sustainable plan for student recruitment including any proposed lottery preferences;** **8. Evidence of an enrollment plan that is consistent and sustainable with any variations by grade level clearly explained;** **9. Evidence of sufficient facility space to accommodate new grades or students;** **10. ~~Strong c~~ Evidence of community engagement**

	regarding new grade levels and any enrollment expansions, including any formal surveys or evaluations and, for Renaissance Charter Schools, recommendations from the school advisory council ("SAC"); **11. The CSO will review fiscal impact on the School District as a result of the requested charter amendment request;** **12. The CSO will review enrollment impact on public schools as a result of the requested charter amendment request; and** 13. **The CSO will review consideration of applicable criteria as specified for new charter applications in the CSL.**
Significant change to mission~~,~~ ~~program~~ or fundamental change to educational plan	**1. Evidence of the charter school's previous performance and demonstration of ability to sustain or improve performance consistent with the expectations of the charter school performance framework in all domains;** **2. Clear rationale for change;** **3. Expected impacts on students, families, and staff resulting from change;** **4. Financial impact on charter school as a result of the change;** **5. ~~Strong c~~ Evidence of community engagement regarding change, including any formal surveys or evaluations and, for Renaissance Charter Schools, recommendations from the SAC;** **6. Compliance of the proposed change with the school's Charter agreement and all Applicable Laws; and** 7. **Evidence of research basis for the change.**
Name **change**	**1. Clear rationale for name change;** **2. 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 c~~ Evidence of community engagement regarding new name, including any formal surveys.**
Change in building location or addition of new facility due to	**1. Evidence of the charter school's previous performance and demonstration of ability to sustain**

business-need, unavailability of current facility and/or emergency	**or improve performance consistent with the expectations of the charter school performance framework in all domains;** **2. Clear rationale for change in facility or new facility;** **3. 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 required zoning approvals, 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 c~~ Evidence of community engagement regarding new facility, including any formal surveys or evaluations and, for Renaissance Charter Schools, recommendations from the SAC.**
Change in Charter Management Organization ("CMO")	**1. Evidence of the charter school's previous performance and demonstration of ability to sustain or improve performance consistent with the expectations of the charter school performance framework in all domains;** **2. Clear rationale for change;** **3. Expected impacts on students, families, and staff resulting from change (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 c~~ Evidence of community engagement regarding new facility, if any, including any formal surveys or evaluations and, for Renaissance Charter Schools, recommendations from the SAC; and** 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.**

Material Charter Amendment Request Process

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

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

Phase 1 – Submission
The charter school develops its material charter amendment request and submits it along with the required documentation to the CSO for review in accordance with the submission guidelines in this policy.

Phase 2 – Processing
The CSO performs an initial review of the request to determine completeness, and the CSO may request clarifications from the charter school. The CSO will conduct this initial review within 30 calendar days after receiving a request. At this stage, the CSO will cease the evaluation process if they determine the material amendment request does not meet the eligibility for submission as defined by this policy.

Phase 3 – Review
The CSO identifies the submission of a request as complete and submitted in accordance with this policy, it will conduct an evaluation. The CSO notifies the SRC of the request at this stage. The CSO will complete the full evaluation and provide a recommendation in time for consideration by the governing body of the School District before the end of the school year that the request was submitted. The CSO will share its recommendation with the SRC, notify the charter school, and publicly post the recommendation report to the CSO website.

Phase 4 – Acceptance
The SRC, or governing body of the School District, will consider the material charter amendment request at a public meeting before the end of the school year that the request was submitted. Any decision by the SRC, or governing body of the School District, on an amendment request shall not be an adjudication and cannot be appealed to the State Charter School Appeal Board, any administrative agency or any court. Failure of the SRC, or other governing body of the School District, to act on a material charter amendment request shall not be a deemed grant of or a deemed denial of the material charter amendment request.

Legal References
1. 24 P.S. §§ 17-1701-A et seq.

No. 904

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 900 Community

TITLE: Public Attendance At School Events

ADOPTED: October 5, 2011

REVISED:

PUBLIC ATTENDANCE AT SCHOOL EVENTS

Purpose

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

Authority

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

Definitions

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

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

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

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

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

Delegation of Responsibility

The Superintendent or designee may report incidents involving the disruption of public events ~~sale of tobacco to minors by any person~~ on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a

school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and SRC policies.[6][7][8][9][10][11]

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

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

~~Weapons~~

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

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

~~Mandatory Regulatory Procedures~~ Prohibited Activities and Items

~~Prohibited~~ Gambling and Controlled Substances

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

Weapons

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

Tobacco

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

Profanity

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

Accommodations

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

Service Animals

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

Legal References:

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

Related Information:

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

No. 907

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 900 Community

TITLE: School Visitors

ADOPTED: April 27, 1981

REVISED: July 14, 1984

907 SCHOOL VISITORS

Purpose

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

Authority

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

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

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

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

~~**Mandatory Regulatory Procedures**~~

~~***Classroom Visitations***~~

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

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

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

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

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

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

Delegation of Responsibility

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

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

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

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

~~**Guidelines**~~

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

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

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

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

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

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

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

Military Personnel

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

1. **Visit and meet with district employees and students when such visit is in compliance with SRC policy and district procedures.**

2. **Wear official military uniforms while on district property.**

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

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

SCHOOL VISITORS ADMINISTRATIVE PROCEDURES
Attachment for Policy No. 907

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

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

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

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

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

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

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

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

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

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THE SCHOOL DISTRICT
OF PHILADELPHIA

SECTION: 900 Community

TITLE: Non School Organizations/Groups/ Individuals

ADOPTED:

REVISED:

(NEW) NON SCHOOL ORGANIZATIONS/GROUPS/INDIVIDUALS

Purpose

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

Definitions

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

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

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

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

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

Prohibited activities and materials - activities and materials which:

1. **Are libelous, defamatory, obscene, lewd, vulgar, or profane.**

2. **Violate federal, state or local laws.**

3. **Violate SRC policy or administrative procedures.**

4. **Advocate the use or advertise the availability of any substance or material that may reasonably be believed to constitute a direct and substantial danger to the health or welfare of students, such as tobacco, alcohol or illegal drugs.**

5. **Incite violence.**

6. **Advocate use of force or urge violation of federal, state or municipal law, SRC policy or administrative procedures.**

7. **Interfere with or advocate interference with the rights of any individual or the orderly operation of the schools and their programs.**

8. **Use racist, xenophobic, homophobic, misogynistic, or other derogatory or discriminatory language.**

Authority

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

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

~~**Mandatory Regulatory Procedures**~~

~~**Non-school Activities/Materials**~~

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

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

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

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

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

~~Fundraising~~

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

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

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

~~Charitable Campaigns~~

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

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

~~Scholarships/Awards~~

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

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

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

~~**Travel Services/Foreign Trips**~~

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

Delegation of Responsibility

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

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

Related Information:
24 P.S. 510
24 P.S. 511
24 P.S. 696
24 P.S. 779
Philadelphia Home Rule Charter - 12-300

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

Non school Activities/Materials

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

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

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

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

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

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