



# School Partner Onboarding Guide

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THE SCHOOL DISTRICT OF  
PHILADELPHIA

Office of Strategic Partnerships

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# School District of Philadelphia | Office of Strategic Partnerships

## SCHOOL PARTNER ONBOARDING GUIDE

Updated: August 26, 2020

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# Partnering with the School District of Philadelphia

## Thank you for your interest in supporting the School District of Philadelphia!

We all have a part to play in educating the children of Philadelphia. That's why we're so excited to share this resource guide to help potential partners from all over the city identify opportunities to serve our students and our schools, and to understand the guidelines and requirements in place to ensure the safety and protection of all of our children and youth. This document is intended to: 1) guide new and existing partners through relevant District policies and procedures, 2) help organizations understand the best ways to initiate relationships with schools that are the best match based on the needs of the school and partner, and 3) share best practices that encourage healthy, sustainable partner relationships.

## What are School Partners?

The School District of Philadelphia (District) defines School Partners as organizations that are:

- Fully Funded
- **Formal entities**, which include nonprofit organizations, private corporations, and government agencies.
- Capable of providing **high-quality and ready-to-implement** programs/services within District school communities.
- Offer their programs or services **at no cost** to the District or its schools.

By contrast, School Partners DO NOT include:

- Individual volunteers. If you are interested in volunteer opportunities, please visit the United Way's volunteer portal at <http://volunteer.unitedforimpact.org/>.
- Organizations seeking funding from the District or wishing to charge schools or students for their programs or services.
- Researchers not associated with School Partner programs or services. If you are interested in research opportunities, please visit the Office of Research and Evaluation's site at <https://www.philasd.org/research/>.

## What is the Office of Strategic Partnerships (OSP)?

The Office of Strategic Partnerships collaborates with schools, District offices, and partner organizations to help foster trusting and purposeful relationships that contribute to school communities where students thrive.

### What we do:



We listen to schools and document their needs through our School Support Census



We help schools find partnership resources and build capacity



We serve as a liaison between external partners and the District

### Who we work with:



Schools



Partners



Internal District Offices

### Our core values:

*Collaboration* ▪ *Equity* ▪ *Responsiveness* ▪ *Engagement* ▪ *Effectiveness*

# Aligning Partner Resources with District Priorities & School Needs

The primary objective of the District's current Action Plan is to align the work of all employees with four Anchor Goals.



## Anchor Goal 1

100% of students will graduate ready for college and career

## Anchor Goal 2

100% of eight year-olds will read on grade level

## Anchor Goal 3

100% of schools will have great teachers and principals

## Anchor Goal 4

100% of the funding we need for great schools, with zero deficit

The Office of Strategic Partnerships works to align partner resources to meet expressed school needs and support the District's Anchor Goals, particularly Goals 1 and 2, which focus on early literacy and college & career readiness.

## Partner-School Matching

The Office of Strategic Partnerships (OSP) works to align partner resources to meet expressed school needs and support the District's Anchor Goals, particularly Goals 1 and 2, which focus on early literacy and college and career readiness. To that end, **we encourage our new and existing partners to consider potential opportunities to more closely align their programs with the District's efforts to bolster early grade literacy and better prepare our students for college and careers.**

OSP also works closely with school communities to identify their key need areas, while tracking available partner resources citywide. Using this data, we:

1. help partners and schools develop relationships that they feel will best support their mutual goals, and
2. direct partner resources to serve our more under-resourced school communities.

## Partner Program Alignment

The STEM (science focused) Partnership Toolkit was developed by the Philadelphia Education Fund's STEM Ecosystem Workgroup to help STEM related partners better align to District curriculum and school needs:

<https://www.philastemeco.org/stempartnershiptoolkit>



# School Partner Onboarding Process

## *Establishing/Expanding a School-Based Partnership*

*Are you interested in either 1) establishing a new partnership with a District school, OR 2) expanding an existing program into additional District Schools? If yes, please follow the steps below:*

If you are interested in establishing a partnership with a District school or expanding an existing program into other District schools:

**STEP 1:** Review the definition of Partner on page I of this guide to ensure you meet the criteria.

**STEP 2:** Complete the [Partner Expansion/School Match Form](#) to tell us more about your program and capacity to expand.

**STEP 3:** An OSP staff member will be in touch with you to discuss next steps.

## Virtual Programming

### **Guidance for Approved School Partners Providing Virtual Support:**

The following is [guidance for principals and Approved School Partners](#) regarding the protocol for maintaining existing partnerships that will continue to serve students remotely.

Under this guidance, Approved School Partners with previously established school relationships will first contact principals to assess whether principals are interested in maintaining a virtual partner relationship. Principals are then able to decide which virtual partner relationships they would like to maintain based on their specific goals and school needs.

This guidance clarifies which virtual meeting spaces are currently recommended by the District for partner use. While the District is utilizing Google Classroom and Google Meet to provide distance learning to students, access to the District's Google platform will be limited to teachers and students. Partners will be responsible for obtaining and maintaining their own virtual meeting spaces for delivering distance learning and partner program support, and then coordinating with school staff where necessary to ensure that students are referred to those external resources/supports.

Partners are fully responsible for implementing their distance learning platforms and strategies. If partners are



encountering issues with students/families being able to access these distance learning resources, please see the FAQ section for information on the process for unblocking email or web domains.

### **A. Process for principals and Approved School Partners (“Partners”) continuing partnerships through virtual student programming and/or support:**

1. Partner emails principal(s) at school site(s) covered by the Partner’s SPA or MOU to offer virtual programming.
2. Principal determines whether to accept or decline the Partner’s virtual programming based on the school’s specific needs.
3. If the principal moves forward with incorporating virtual Partner support:
  - i. Partner and principal develop a plan for how to best implement virtual programming that aligns with school needs.
  - ii. The principal will be responsible for making a final decision about whether and how this support can be useful.
4. Principal designates a staff member/classroom(s)/specific students with whom the partner should then coordinate to implement virtual partner programming (e.g. principal directs Partner to work with designee who identifies small cohorts of students needing additional support in certain content areas, as it pertains to post-secondary planning, mentorship, etc.). Student participation in partner programming will remain voluntary.
5. Principal designee and Partner are then responsible for developing a plan for how to refer students out to the partner’s distance learning platform.
6. Principals and principal designees are welcome and encouraged to collaborate with Partners to receive additional program information, participate in virtual partner meetings with students, and/or to observe virtual partner programming.
7. Principals can continue, or institute, a process for Partners to provide principals or principal designees with updates or reports regarding virtual partner programming.

### **B. Process for Partners supporting students through Approved Virtual Meeting Spaces:**

1. Partners are responsible for obtaining access to an Approved Virtual Meeting Space.
2. With the use of remote technology, the privacy of student information shall be maintained. Partners shall not take photos, screenshots, or record video or audio from virtual sessions with students.
3. Partner staff must maintain appropriate and professional relationships with students while communicating through virtual platforms. If at any point partner staff feel that boundaries are being crossed, they should report their concerns to the school principal for further guidance and report issues of potential suspected abuse as a mandatory reporter under Act 126 and Pennsylvania’s Child Protective Services Law (CPSL) (see also Section IV below “Adherence to SDP Legal Agreements” re: mandated reporter training).
4. Approved Virtual Meeting Spaces are listed below:
  - i. Free options:
    1. Microsoft Teams
    2. Skype
    3. Google Meet
  - ii. Some cost involved:
    1. Gotomeeting
    2. WebEx

### **C. Process for clean-listing email or web domains for Approved School Partners**

1. If a partner's emails are being filtered in student/faculty email inboxes and/or their website is being blocked by students' computers, partners must complete [this form](#) to request that their domains be clean-listed (email) or reclassified (website).
2. The form will be submitted to the Help Desk, which will then review the form and coordinate with the Office of Strategic Partnerships to determine if the request should be approved.

More information and FAQ can be found in our full guidance at <https://docs.google.com/document/d/1a6Y-a4d8tzbTVsvwcgTBHblYhliq8kzVxkAQWFufCU8/edit>

## Want to Become an Approved School Partner?

Please note, the following guidance pertains to on-going, school-based partner programs serving our students. If your program does not meet those criteria, please feel free to reach out to us at [partnerships@philasd.org](mailto:partnerships@philasd.org) for further guidance about what your program will and will not need to do.

## Onboarding Overview

Once you have received approval from a school to proceed with a school-based partnership, there are several processes that must be completed to ensure that your program is compliant with the School District of Philadelphia's policies.

In order for your partner program to be compliant with the District's policies your program should:

### **STEP 1: Have a fully-executed legal agreement in place with the District.**

- For many school-based partners, the School Partner Agreement is likely the easiest and most efficient option for satisfying this requirement. For more information, see [School Partner Agreement](#).

### **STEP 2: Submit TWO insurance documents - a valid certificate of insurance and an additional insured endorsement.**

- For coverage requirements and further guidance on how to submit these documents to the District's Office of Risk Management, see [Insurance Requirements](#).

### **STEP 3: Submit background clearances and mandated reporter training certificates for all staff who will be working in District schools on an on-going basis.**

- For further detail about which clearances are required and links regarding where and how to obtain clearances, see [Background Clearances](#).

## School Partner Agreement

All on-going partner programs operating in School District of Philadelphia ("the District") schools should have a legal agreement in place covering their work in schools. The School Partner Agreement (SPA) is a new option for recurring, school-based partner programs to efficiently complete the process of executing a legal agreement with the District.



The SPA utilizes a template scope of work and non-negotiable terms and conditions. We are not able to negotiate the terms and conditions contained in the SPA. If your organization's legal counsel wishes to negotiate terms and conditions with the District, you will need to prepare a traditional Memorandum of Understanding with the District's [Office of General Counsel](#).

If you are CURRENTLY providing an on-going program/service at the District school(s), or were recently matched with a school, we recommend that you review the [School Partner Agreement \(SPA\) Overview](#), which includes further guidance and a link to the form that will allow you to begin preparing your SPA.

## Insurance Requirements

### Submitting Your Certificate of Liability Insurance and Additional Insured Endorsement:

School Partners must provide evidence of insurance coverages specified below. Commercial General Liability insurance must be written on an "occurrence" basis and not a "claims-made" basis. The School Partner must: 1) name the District as an additional insured on the commercial general liability insurance policy, and 2) the insurer must also endorse this policy in a separate document, commonly referred to as the "additional insured endorsement."

See below for guidance regarding the requirements for the documents that you must submit, as well as the process for submitting those documents to the District's Office of Risk Management.

**STEP 1:** Ensure that your Certificate of Insurance contains the appropriate coverages and meets the District's requirements.

Your insurance preparer must include the following information in the Certificate of Insurance for your organization:

- The School District of Philadelphia, 440 N. Broad Street, Suite 325, Philadelphia, PA 19130" must be named as the Certificate Holder.
- The Certificate must have an original signature of the authorized representative. The Office of Risk Management will accept a computer generated signature but not a "stamped" or "typed" signature.
- The Cancellation Clause must read, "Should any of the above described policies be cancelled before the expiration date thereof, the insurance company will mail 30 days written notice to the certificate holder named to the left."
- The "Description of Operations" section must include the following: "The School District of Philadelphia, its officers, employees and agents, shall be named as additional insured, per written contract."
- The **NAIC** number(s) must be listed for each insurance company affording coverage.

Please find a sample insurance certificate at the link below:

<https://www.philasd.org/strategicpartnerships/wp-content/uploads/sites/83/2020/01/Sample-Certificate-of-Insurance.pdf>

### I. Certificate of Insurance Requirements:

#### a. **Commercial General Liability Insurance:**

- i. Limit of Liability: \$1 Million per occurrence combined single limit for bodily injury

(including death) and property damage liability.

- ii. \$1 Million personal and advertising injury.
- iii. \$2 Million in the general aggregate and \$2 Million aggregate for products and completed operations.
- iv. General aggregate limit must apply on a per project basis.

**b. Professional Liability Insurance:**

- i. **Limit of Liability:** \$1 Million with a deductible not to exceed \$100,000.
- ii. School Partner may permit its insurer to write this coverage on a claims-made basis, provided that the School Partner shall maintain coverage for occurrences arising out of services provided under the School Partner Agreement for a period of at least 3 years after services are provided, or shall provide for an extended reporting period of at least 3 years after cancellation of the policy.

**c. Sexual Molestation Coverage:**

- i. Coverage for wrongful physical or sexual contact must be included in the Commercial General Liability Insurance, Professional Liability Insurance, Educator's Legal Liability Insurance or purchased separately as a stand-alone policy.

**d. Workers' Compensation:**

- i. Workers' Compensation: limits shall be the statutory limits.
- ii. Employers' Liability Insurance Limit of Liability:
  - 1. (1) \$100,000 Each Accident – Bodily Injury by Accident;
  - 2. (2) \$100,000 Each Employee – Bodily Injury by Disease; and
  - 3. (3) \$500,000 Policy Limit – Bodily Injury by Disease.
- iii. If the partner is exempted from Workers' Compensation, please provide a statement as to why the exemption applies (e.g. owner of company with no employees and as owner waiving workers' compensation).

- e. **Automobile Liability Insurance:** If School Partner will be using motor vehicles in connection with the Work, the limit of liability is \$1 Million per occurrence combined single limit for bodily injury (including death), and property damage liability arising from owned, non-owned, and hired vehicles.

**STEP 2:** Obtain the Additional Insured Endorsement from your Insurance Provider

- The Additional Insured Endorsement is a **separate document** from the Certificate of Insurance.
- Please find a "sample" Additional Insured Endorsement at the link below, which may differ depending on the type of form the insurance company uses:

<https://www.philasd.org/strategicpartnerships/wp-content/uploads/sites/83/2020/02/Additional-Insured-Endorsement-Sample.pdf>

**STEP 3:** Submit insurance documents to [spainsurance@philasd.org](mailto:spainsurance@philasd.org)

- For questions regarding insurance or the status of your review, contact Cheryl Rollins, Office of Risk Management at [crollins@philasd.org](mailto:crollins@philasd.org).

## Background Clearances

Staff of partner programs who regularly work in District schools are classified as “volunteers” under [School Board Policy 916 \(“Volunteers”\)](#). A volunteer is “an adult applying for or holding an unpaid position with a school or program, activity or service or a person responsible for a child’s welfare or having direct volunteer contact with children.” If certain staff do not regularly work on-site in District schools (e.g. teaching artists that do one-off workshops), they may be considered “visitors” as defined in the policy and are not required to submit the background clearances listed below.

Partner staff who work regularly in District schools must submit the following clearances:

1. [PA Child Abuse History Clearance](#)
2. [PA State Criminal Record Check](#)
3. [Act 126 - Child Abuse Mandated Reporter Training Certificate](#)
  - a. [Pennsylvania recently expanded the list of individuals considered to be mandated reporters](#). It is the School District of Philadelphia’s interpretation that program staff of partner organizations working in District schools are now considered mandated reporters and must provide a certificate substantiating that they have been trained on this topic.
  - b. There are a number of different sources of training that satisfy the mandated reporter training requirement. Below are links to two web-based training options.
    - i. [Safe Schools Mandated Reporter Training](#) (Free, 1 hour)
      - I. If partner staff complete this training, the certificate is automatically accessible to the District’s Office of Records.
    - ii. [University of Pittsburgh Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania Training](#) (Free, 3 hours)
      - I. If partner staff complete this training, partner staff will need to scan and upload a copy of the certificate of completion.
4. [FBI Background Check with Fingerprinting \(Paid partner staff\) or Request for Waiver of FBI History Check \(partner volunteers only\)](#)
  - If the individual is paid by the partner organization for their work in schools, they must obtain an FBI Fingerprint Clearance. To obtain this clearance:
    - Pre-Enroll for your FBI Fingerprint Clearance on the [IdentoGo website](#).
    - Click on “Schedule or Manage an Appointment” and enter code **IKG6Y3**, which indicates that you are being fingerprinted for volunteering in the Pennsylvania Department of Education.
    - After pre-enrolling, you must schedule an appointment to be fingerprinted at one of the IdentoGO sites. [A list of sites can be found here](#).
    - For your appointment, make sure to bring necessary identification to confirm your identity and a form of payment. IdentoGO locations accept business check, money order, or credit card.
  - If the individual is NOT paid for their work in schools, and has lived in Pennsylvania for the past

ten years or longer, they do not have to obtain the FBI background check, but they must sign a request to waive the FBI criminal history record check and submit this waiver along with the other clearance documentation.

- [Request for Waiver of FBI – Federal Criminal History Fingerprint Record Check](#)

5. [Signed Volunteer Code of Conduct Agreement](#) (only required for unpaid school partner staff members/volunteers)

### Submitting Background Clearances:

If your organization has already collected the requisite clearances for your staff and has permission from your staff to share those documents on their behalf, the District's Office of Records is currently able to receive batches of clearances for programs. Please follow the steps below to submit clearances for all eligible program staff at once.

**STEP 1:** Ensure that all eligible program staff have obtained the correct clearances and training.

- If your program staff have not obtained all of the required clearances and training, we recommend that they do so before proceeding with submitting clearances, as this will make the process easier for all involved.

**STEP 2:** Download and complete the [Partner Staff Clearance Datasheet](#)

- This spreadsheet prompts you to provide all of the information that the District's Office of Records requires for each partner staff member, including their home address and dates for each of their clearances.

**STEP 3:** Organize and scan all of the required clearance documentation

- Organizing the clearances so that all clearances for an individual are together will speed up the processing and review time.

**STEP 4:** E-mail attachments of the Partner Staff Clearance Datasheet and the scanned packet of partner staff clearances to [volunteerclearances@philasd.org](mailto:volunteerclearances@philasd.org). **Please make sure to note in the e-mail subject line on behalf of which organization and program you are submitting the clearances.**





# Establishing and Maintaining a Successful Partnership

Starting a successful partnership with a school requires thoughtful planning and coordination between the partner organization and school staff. To assist with this process, we strongly encourage all new and existing partners to review [Partnering for Success: A Practical Guide to Building Effective School-Based Partnerships](#), described below.

## The Partnership Guide

*Partnering for Success: A Practical Guide to Building Effective School-Based Partnerships* (“**Partnership Guide**”) offers research on best practices in partnership coordination and includes a toolkit that can be used to improve partnership coordination in any school. You can read the full report [here](#). We’ve also referenced relevant portions of the Partnership Guide below:

## Keys to ESTABLISHING a Successful Partnership

### 🔑 Clearly Communicate the Value of Your Services

- Explain your specific partnership services and potential value-added in ways that school staff can relate to
- Prepare and share materials that clearly describe the services and expected outcomes of your program
- Share examples of partnership successes

### 🔑 Ensure Partner-School Alignment

- Communicate your program goals
- Listen to the school’s goals and needs
- Determine whether your goals align with the school’s goals

### 🔑 Develop Goals for the Partnership

- Work with school leaders to identify specific partnership goals

### 🔑 Identify Your School-Based Liaison

- Work with school staff to determine your main point of contact at the school for communication/ coordination around the partnership

## Keys to MAINTAINING a Successful Partnership

### 🔑 Communicate Often

- Partner and school staff communicate around partnership needs, goals, issues/concerns
- School and partner point of contacts/liaisons have been identified for the partnership

### 🔑 Set Clear Expectations

- Partner works with school to identify clear expectations of the:
  - Partner (e.g. performance targets, number of students served, timeline for implementation) and
  - School (e.g. access to space, teacher/school staff involvement, support with student recruitment)

### 🔑 Revisit Partner-School Alignment

- Partner and school check-in to ensure the partnership continues to support the school's needs and meet the partner's goals

### 🔑 Be Consistent

- Your program has an organized model and structure
- Program staff are dependable and well-trained
- You show up for each session, when planned and ON TIME

### 🔑 Use Available Resources

- Contact OSP if issues arise (on the partner or school end)
- Review ELEMENTS FOUR–SIX of the Partnerships Guide (for quick reference points, review pages 19–20, 23–24, and 25–26)

## Racial Equity and Antiracism Guidance for Partners

**The Office of Strategic Partnerships believes in the importance of acknowledging and working to dismantle structural racism through our work and the work of our partners.** We believe that to do so requires continuous professional and personal reflection and action. Examining our biases and racialized perspectives is necessary work in every context, and the need for such self-awareness and cultural sensitivity is particularly essential for those working in a school district where the majority of students enrolled are students of color (85%).

The sources and impacts of racism stem from the actions - *and sometimes inaction* - of individuals and systems that reinforce white privilege and white supremacy. The dynamics of racism influence the structures and policies that surround us, and also the ways in which we see the world as individuals and the day-to-day interactions we have with others (e.g. interactions between partner staff and students). **Consequently, the significant - sometimes life-threatening - effects of racism can impact our students on a daily basis, and can also influence how individuals and systems view and serve our students.**

Because of this, we believe it is important for partners to not only be aware of these issues, but to take action by:

- Designing programs based on perceptions of our students that are rooted in their potential and strengths, as opposed to racialized ideas/approaches/stereotypes.
- Ensuring that voices of people of color are sought out and heard within your organization/program.
  - If you aren't hearing these voices, consider why that may be. Seek them out.
  - Continue to ask and explore how your colleagues, parents, and students experience structural racism.
- Hiring people of color and ensuring that they are not only employed in direct-service positions, but also leadership/decision-making positions within your organization
- Establishing and maintaining a diverse board of directors that reflects the community you serve.
- Training and providing on-going support to staff on the topics of unconscious bias and antiracism.
- Creating spaces for constructive and reparative dialog that establishes and enforces accountability for white staff and protects staff of color in voicing their perspectives and concerns.

Our partners are positioned to help our schools and students flourish by developing and highlighting the strengths of our students, schools, and communities. We see a direct connection between our collective work and working towards a more just and equitable society. Dismantling structural racism is not work for communities of color to do on their own; this work requires the active involvement and accountability of white people. It is important that personal and professional reflection on these issues be fully-embedded in how partners design programs and train and support their staff, particularly white staff working with people of color. **We acknowledge that this can be challenging work for organizations and individuals, but we maintain that it is essential.**

We are deeply appreciative of your consideration of these dynamics as you continuously work to improve your programs and relationships with our students. On the following pages are some suggested resources that may help you or your program infuse these concepts into your program design, implementation and staff professional development.

### Definitions:

**White Privilege** – An unacknowledged system of favoritism and advantage granted to white people as the beneficiaries of historical conquest. Benefits include preferential treatment, exemption from group oppression and immunity from perpetuating social inequity.

**White Supremacy** – A system of exploitation to maintain wealth, power and white privilege.

**Racism** – When a racial group's collective prejudice is backed by the power of legal authority and institutional control, it is transformed into racism, a far-reaching system that functions independently from the intentions or self-images of individual actors.

**Racist** – One who is supporting a racist policy through their actions or inaction or expressing a racist idea.

SOURCE: Ibram X. Kendi, *How to be an Antiracist*, Random House, 2019

**Antiracist** – One who is expressing the idea that racial groups are equals and none needs developing, and is supporting policy that reduces inequity.

SOURCE: Ibram X. Kendi, How to be an Antiracist, Random House, 2019

## Recommended Reading/Resources:

### Books

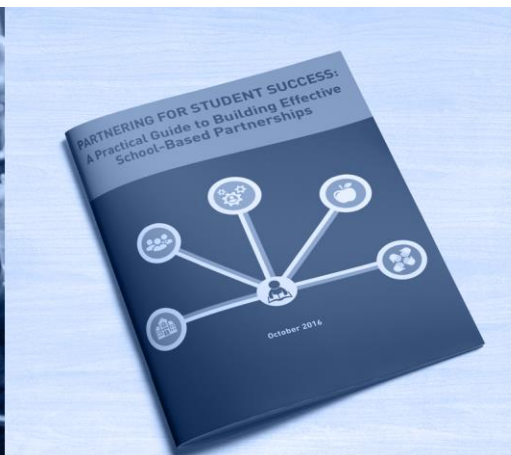
- Between the World and Me by Ta-Nehisi Coates
- Eloquent Rage: A Black Feminist Discovers Her Superpower by Brittney Cooper
- How to Be an Antiracist by Ibram X. Kendi
- Racing To Justice: Transforming Our Conceptions of Self and Other to Build an Inclusive Society by John A. Powell
- Stamped from the Beginning: The Definitive History of Racist Ideas in America by Ibram X. Kendi
- Stamped: Racism, Antiracism, and You: A Remix of the National Book Award-winning Stamped from the Beginning by Ibram X. Kendi and Jason Reynolds
- Tears We Cannot Stop by Michael Eric Dyson
- White Fragility: Why It's So Hard For White People To Talk About Racism by Robin DiAngelo
- Why Are All the Black Kids Sitting Together in the Cafeteria? by Beverly Daniel Tatum

### Articles

- [97 Things White People Can Do for Racial Justice](#) by Corinne Shutack

### OSP's Internal Resources List

Our collection of ongoing reading/listening shared between the team, [here](#).







# Forms and Policies

## Requesting Use of Facilities

Partner programs must register to utilize space in District buildings. Please, visit the [Office of Facilities](#) website for more information.

In order to submit a request, your program will need to provide a valid [certificate of insurance](#) and [additional insured endorsement](#). The District requires the actual Additional Insured Endorsement. This is a separate document that endorses the School District of Philadelphia as the Additional Insured on the General Liability policy. Your insurance agent/broker should know the document being referred to when the Additional Insured Endorsement is requested. Please ensure that your insurance certificate matches the following criteria:

- i. "The School District of Philadelphia, 440 N. Broad Street, Suite 325, Philadelphia, PA 19130" is listed as the certificate holder
- ii. This language is included in the "Description of Operations" section of the certificate: "The School District of Philadelphia, its officers, employees and agents, shall be named as additional insured per written contract."



## Becoming an Approved Field Trip Site

The Office of Strategic Partnerships does not review or approve requests to become approved field trip locations. To have a site added to the monthly-updated list of approved field trip locations for the School District of Philadelphia, please send a valid certificate of insurance and additional insured endorsement to Ms. Cheryl Rollins in the Office of Risk Management. Once you have the required insurances you can email it directly to Cheryl Rollins at [CRollins@philasd.org](mailto:CRollins@philasd.org).

The requirements and instructions for submitting your documents are listed below:

- You do not need the same insurance for state and local facilities.
- All insurance must be written on an “occurrence” basis and not a “claims-made” basis.
  - **Occurrence** coverage is insurance that provides coverage for the act/accident when it occurs - regardless of when it is reported. For example, if you had coverage under an occurrence policy in 2000 and the claim is reported today (they just found the defect in the wall) then the claim is covered. On an occurrence policy, the trigger date is the date of the occurrence or accident. If that date is during the effective policy period, that policy applies.
  - **Claims-Made** policies provide coverage for claims made in the period the policy is in force. Claims made policies provide coverage only as long as the insured continues to pay premiums for the initial policy and any subsequent renewals. Once premiums stop the coverage stops for any claims not known or made to the insurance company during the coverage period. On a claims-made policy, the trigger date is the date the claim is made or the policyholder becomes aware of a claim being made.
- **Workers’ Compensation and Employer’s Liability**
  - Workers’ Compensation:
    - > Statutory Limits
  - Employers’ Liability:
    - > \$500,000 Each Accident – Bodily Injury by Accident;
    - > \$500,000 Each Employee – Bodily Injury by Disease; and
    - > \$500,000 Policy Limit – Bodily Injury by Disease
  - Other states insurance coverage and Pennsylvania endorsement
- **Commercial General Liability Insurance**
  - Limit of Liability:
    - > \$1,000,000 per occurrence combined single limit for bodily injury (including death) and property damage liability;
    - > \$1,000,000 personal and advertising injury;
    - > \$2,000,000 general aggregate; and
    - > \$2,000,000 aggregate for products and completed operations
- In the "**Description of Operations**" section, it must be written that, "The School District of Philadelphia, its officers, employees and agents, shall be named as additional insured."
- The **NAIC** number(s) must be listed for each insurance company affording coverage.
- The District requires the actual **Additional Insured Endorsement**. This is a separate document which endorses the School District of Philadelphia as the Additional Insured on the General Liability policy. The insurance agent/broker should know the document being referred to when the contractor requests the Additional Insured Endorsement.

- "The School District of Philadelphia, 440 N. Broad Street, **Suite 325**, Philadelphia, PA 19130" must be named as the Certificate Holder.
- The Certificate must have an original signature of the authorized representative.
- The Cancellation Clause needs to be amended to read, "Should any of the above described policies be cancelled before the expiration date thereof, the insurance company will mail 30 days written notice to the certificate holder named to the left.

## After School Meal Request

Partners offering after-school programs can apply for meals through the District's [Office of Food Services](#). The application process can take up to four weeks, and includes completing the application, a training confirmation, and a roster of students (including student ID and first and last name). Please visit [the Food Services website](#) for additional details and program requirements.

E-mail [foodsetup@philasd.org](mailto:foodsetup@philasd.org) or call 215-400-FOOD with any questions.

## Letters of Support for Grant Applications

The Office of Grant Development can assist with grant applications by providing a Letter of Support. The forms needed can be found on [their website](#). The Grant Oversight Committee must approve your application; please note that they only meet every 2 weeks, and that you must have submitted your application by the Friday before each meeting to have your application reviewed.

## Donating to a School

- If you would like to **donate monetarily**, please visit the Fund for the School District of Philadelphia's Donate Now page.
- If you have **materials** you would like to donate to schools, please reach out to Students Helping Students with specific information about your donation. Contact Bill Zandi at [bill@emailshs.org](mailto:bill@emailshs.org) and Mike Chawaga at [mike@emailshs.org](mailto:mike@emailshs.org).







# Student Data

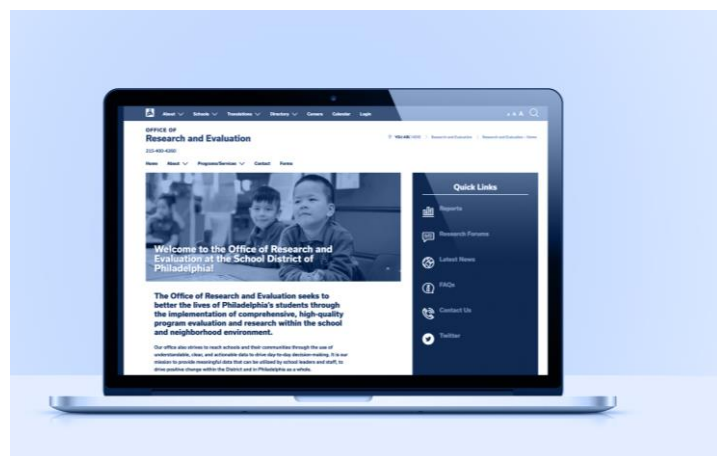
**Requests for Student-Level Data** – The District does not share student-level with external organizations unless: 1) an organization submits a data request for the purpose of research or evaluation, and 2) the organization’s data request is approved by the District’s Office of Research and Evaluation. School Partners seeking student-level data **for the purpose of research or evaluation** must complete the Office of Research and Evaluation’s Data Request

- Data Request Form: <https://www.philasd.org/performance/programsservices/data-requests/>

**FERPA** - FERPA is a Federal law that establishes a right of privacy for student data, and prohibits the improper disclosure of personally identifiable student information derived from education records. Identifiable student data protected under FERPA includes, but is not limited to: grade and test score information, discipline reports, receipt of special education services or supplementary educational services, social security or public benefits, or information as to race, ethnicity or disability.

**Directory Information** - FERPA permits schools to disclose Directory Information, which is defined as information contained in an education record of a student that would not generally be considered harmful or invasive if disclosed, unless parents or guardians have advised the District to the contrary by opting out in the “Release of Directory Information Opt-Out Form.”

- Under District policy, **Directory Information includes:** the student's name, address, phone number; date and place of birth; field of study; participation in recognized activities and sports; height and weight, if member of athletic team; dates of attendance; grade level, degrees, honors, awards, photographs, rosters; previous school(s) attended; and primary language.
- Directory Information may 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 that Directory Information will not be provided to commercial enterprises.







# Corporate Partners/Days of Service

## Days of Service Planning and Preparation Timeline

Businesses and large organizations can provide much-needed support to schools, without operating a regular program or service. There are a variety of ways that businesses can partner with schools including holding a classroom supply drive, speaking at career days, participating in a beautification project, or sponsoring a field trip to local offices to provide career-readiness exposure for students.

- One-time special events can serve to meet various types of needs, from rewarding student success and providing special incentives, to providing upgrades to school buildings and schoolyards.
- Long-term partnerships can provide a deeper connection to a school by creating a calendar of events with multiple projects that provide a variety of resources to students.

OSP can help your company plan a day of service or establish a more long-term partnership with a school. The following timeline is intended to be a guideline for planning a Day of Service with your employees/volunteers at School District of Philadelphia schools. Preparation tasks and the timeline for planning will vary depending on the type of projects planned, number of volunteers involved, and other considerations.

- In planning projects, be mindful of scope (what can be accomplished with the number of volunteers, volunteer skill level, and resources available). Consider sustainability and whether projects might require ongoing maintenance or follow-up.

### At least 4–6 Weeks Before Event

- Reach out to District point of contact for days of service: Anjela Alvarado, [aalvarado@philasd.org](mailto:aalvarado@philasd.org) or 215-400-5288
- Select members of your organization or group to serve as coordinators for different aspects of the day (e.g. volunteer recruitment, ordering supplies)
- Develop detailed plans for projects and preparation; consider scope and volunteer capacity
- Conduct a walkthrough at the school and confirm any fees associated with opening a school building during after school hours or on weekends.
- Determine which prep tasks, if any, will require building access or involvement of the District's Facilities staff
- Prepare and submit any required forms to the District

## 1–2 Weeks Before Event

- Develop a detailed schedule for prep and for the entire day of the event; be as specific as possible!
- Confirm plan for accessing the building during prep and on the day of the event
- Prepare communications to share with participants (information about day-of logistics, including parking, pertinent cell phones, etc.)
- Inventory all materials (including tools and project materials, water/snacks for volunteers, etc.)
- Develop a plan for distribution and event day location of materials

## Day Before Event

- Review detailed schedule for prep and event day with all relevant staff
- Complete prep (setting up projects, tools, space for registration, directional signs for volunteers, etc.)
- If projects involve painting, place tarp, secured with painter's tape, on the floors below painting area

## Day of Event

- Before volunteers arrive, circle with staff to review plan for the flow of the day; complete any remaining prep tasks
- Document the day: take pictures, especially of completed projects!
- After volunteers leave, circle with staff to give updates on project status, what projects/tasks remain to be completed, and plan for cleaning/collecting tools and materials from project areas

## Within 1 Week Post-Event

- Confirm plans for any projects that will require follow-up; communicate plan to relevant District staff
- Ensure any follow-up communications are sent; consider sharing pictures of the day and completed projects with participants and stakeholders
- Send thank you/wrap-up email to volunteers







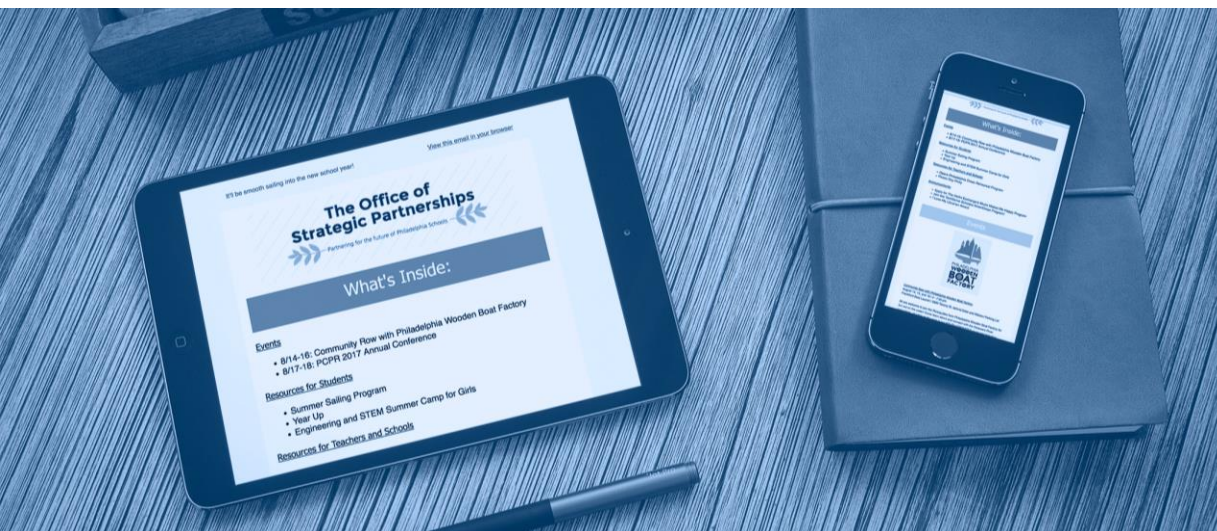
# Marketing Your Program/Service

OSP can advertise your **free** programs and events, announcements, etc. through our monthly newsletter. This goes out to partners, teachers and District personnel, and other stakeholders on the first week of every month. OSP can also advertise any programs specifically targeting teachers or principals in the Principal and Teacher Information Boards, which are weekly newsletters sent to all principals and teachers at the District. Please note that we cannot advertise any opportunities that have associated costs.

In order to advertise your program, please complete our [Newsletter Item Submission Form](#) along with a logo or flyer that can be published in the newsletter. We will only contact you if your program seems like an inappropriate fit for the newsletter. Otherwise your item should show up in next month's newsletter. Principal and Teacher Information Board posts must be received on Thursday at noon to go out that following Monday, and newsletter posts must be received at least five days before each newsletter's publication.

To view OSP's newsletter archives to get a sense of what and how we advertise, please visit [bit.ly/ospnewsarchives](http://bit.ly/ospnewsarchives).

We also encourage you to sign up for our newsletter [here!](#)



An example of our monthly newsletter.



## Helpful Links and FAQ's

### **School District of Philadelphia**

<https://www.philasd.org/>

### **Office of Strategic Partnerships**

<https://www.philasd.org/strategicpartnerships/>

### **The Fund for the School District of Philadelphia**

<http://thefundsdp.org/>

### **Office of Grant Development**

<https://www.philasd.org/grants/>

### **Office of Research and Evaluation**

<https://www.philasd.org/research/>

### **FAQs**

For answers to additional frequently asked questions, please visit our website at:

<https://www.philasd.org/strategicpartnerships/about/faqs/>