THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION
POLICY COMMITTEE MEETING
AGENDA
APRIL 27, 2023; 4:00 PM

Call to Order

Roll Call

Agenda Items -

Adoption of Minutes

November 3, 2022 Minutes

Opening Remarks

Review of Policies

Policy 008 - Goals and Guardrails

Policy 137 - Home Education Programs

Policy 137.1 - Extracurricular Participation by Home Education Students

Policy 227 - Controlled Substances/Paraphernalia

This policy is being recommended for elimination as it is duplicative of several other policies and District requirements, including the Student Code of Conduct, Policy 218 - Student Conduct and Discipline, Policy 233 - Suspension and Expulsion, and Policy 123 - Interscholastic Athletics. Information about where exact language from Policy 227 can be found in these other policies is included in the attached crosswalk document.

Policy 235.1 - Student Surveys

Policy 237 - Student Use of Electronic Devices

Policy 703 - School Cleanliness and Classroom Management

Policy 712 - Naming of School District Properties

Policy 717 - District-Issued Mobile Communications Devices

Policy 717.1 - District-Issued Computers and Portable Computing Devices

Policy 805.1 - Relations with Law Enforcement Agencies

Policy 807 - Opening Exercises/Flag Displays

Policy 808 - Food Services

Public Participation

Written Testimony

Speakers List

Commitee Recommendations

Other Business

Adjourn

THE SCHOOL DISTRICT OF PHILADELPHIA
POLICY COMMITTEE MEETING OF THE BOARD OF EDUCATION

NOVEMBER 3, 2022
MINUTES

A Policy Committee meeting was held on November 3, 2022 via Zoom virtual meeting platform. The meeting was convened at 3:59 pm.

Co-Chair Streater called the roll and made announcements concerning recording, copyright, participation in, and viewing of the meeting.

Committee Members present: Reginald Streater (Co-Chair), Joyce Wilkerson (Co-Chair), Julia Danzy, and Cecelia Thompson *(remotely)*

Other Board Members Present: Leticia Egea-Hinton, Sarah-Ashley Andrews, ChauWing Lam

District Liaisons Present: Sarah Galbally, Acting Chief of Staff

The minutes of the **April 28, 2022** meeting of the Policy Committee were considered for approval by Committee members. A voice vote approved the minutes of the meeting by a vote of:

Yes: 4 and No: 0.

Co-Chair Streater stated that the minutes have been approved and are posted to the committee's webpage.

Co-Chair Streater announced the following nine (9) policies that will be reviewed by the committee at the meeting:

- Policy 123 - Interscholastic Athletics
- Policy 123.1 - Concussion Management
- (Eliminate) Policy 123.2 - Sudden Cardiac Arrest
- Policy 123.3 - Sportsmanship
- Policy 212 - Reporting of Student Progress
- Policy 253 - Youth Suicide Awareness and Prevention
- Policy 800 - Records Management
- Policy 814 - Copyright Material
- Policy 822 - Automated External Defibrillator (AED)/Cardiopulmonary Resuscitation (CPR)

Co-Chair Streater invited **Sarah Galbally**, Acting Chief of Staff, to provide an overview of the Board's policy process, highlighting three key parts of the review process which include: review and pre-revision, opportunities for community feedback, and Board of Education considerations.

Ms. Galbally provided an overview of the agenda noting that District staff revised 8 policies and identified 1 policy for elimination. **Ms Galbally** shared that new administrative procedures for the policies on the agenda have been created as the District and Board work toward consistency and alignment between board policies and policy implemented throughout the District.

Ms. Galbally provided a summary of policies related to interscholastic athletics activities which included the following policies Policy 123 - Interscholastic Athletics, Policy 123.1 - Concussion Management, Policy 123.2 - Sudden Cardiac Arrest, and Policy 123.3 - Sportsmanship. **Ms. Galbally** noted that the District is recommending that Policy 123.2 be eliminated and combined into Policy 123.1 because many of the protocols for handling these medical emergencies during athletic activities are the same. Furthermore, Ms. Galbally flagged that Policy 123.1 will be renamed to **Concussion Management and Sudden Cardiac Arrest** and will serve as the primary source of information regarding medical emergencies that occur at or during interscholastic athletic events. **Ms. Galbally** shared that changes made to **Policy 123.3 Sportsmanship** have been made with the intention to ensure that the purpose of the policy is to provide guidance for student athletes, parents/guardians, and athletic personnel regarding sportsmanship and to prohibit unsportsmanlike conduct in connection with any athletic activity, regardless of whether the conduct occurs on or off school property, or outside of school hours. **Board Members** asked clarifying questions to better understand the importance of the definition of sportsmanship and where families can find the definition within the policy. **Ms. Galbally** invited Jimmy Lynch, Executive Director of Athletics, to respond to questions raised by committee members.

Ms. Galbally highlighted Policy 212 - Reporting of Student Progress, noting that the goal of the policy is to establish consistency in communications with schools and families regarding student outcomes and progress. **Ms. Galbally** also shared that the District has updated the administrative procedures for policy 212. **Ms. Galbally** summarized changes to Policy 253 - Youth Suicide Awareness and Prevention emphasizing that Policy 253 aligns with the student emotional and mental health priorities set forth in Board Guardrail 1: Welcoming and Supportive Schools. Furthermore, **Ms. Galbally** noted that administrative procedures have been created for Policy 253 to detail all District protocols for suicide prevention, risk assessment, and postvention. **Ms. Galbally** invited Ericka Washington, Deputy Chief of Student Enrollment and Placement, Dr. Jayme Banks, Deputy Chief of Prevention, Intervention, and Trauma, and Dr. Malika Savoy-Brooks, Chief of Academic Supports where invited to respond to questions raised by committee members.

Ms. Galbally provided an overview of Policy 800 - Records Management and Policy 814 - Copyright Material. Ms Galbally shared the Policy 800 - Records Management requires the District to maintain a records management process that defines District staff responsibilities and complies with federal and state laws and regulations. In addition, **Ms. Galbally** noted that administrative procedures have been created with this policy to provide definitions of record and non-record materials and outline the process for records retention, storage, and destruction between the Records Management Office, the Office of General Counsel, and the Office of Information Technology. **Ms. Galbally** also summarized changes to Policy 814 - Copyright Materials highlighting that new administrative procedures were created that provide definitions of terms associated with copyrighted materials and outline guidance for fair use of intellectual property in various common areas, including classroom materials, school performances, and staff training materials. **Ms. Galbally** invited Kim Dutch, Deputy General Counsel of Compliance and Ethics, to respond to questions raised by Committee Members.

Lastly, **Ms. Galbally** highlighted Policy 822 - Automated External Defibrillator (AED)/Cardiopulmonary Resuscitation (CPR) noting that this policy ensures that appropriate District employees are trained in CPR (cardiopulmonary resuscitation) and that all schools have access to AED (automated external defibrillator) devices. **Ms. Galbally** also noted that new administrative procedures were created to ensure that there are trained and certified staff in all school buildings who can respond to an out-of-hospital cardiac arrest, and increase the chances of saving the life of a student or staff member. Ms. Galbally invited Dr. Kendra McDow, School System Medical Officer to respond to questions raised by Committee Members.

Co-Chair Streater facilitated the public participation portion of the meeting.

Lisa Haver, community member, expressed concerns regarding content in policies being transitioned to administrative procedures given that administrative procedures are not voted on by the Board.

The committee made a final recommendation that the following policies be sent to the full Board for review at the December 15, 2022 Action Meeting:

- Policy 123 - Interscholastic Athletics
- Policy 123.1 - Concussion Management
- (Eliminate) Policy 123.2 - Sudden Cardiac Arrest
- Policy 123.3 - Sportsmanship
- Policy 212 - Reporting of Student Progress
- Policy 253 - Youth Suicide Awareness and Prevention
- Policy 800 - Records Management
- Policy 814 - Copyright Material
- Policy 822 - Automated External Defibrillator (AED)/Cardiopulmonary Resuscitation (CPR)

Co-Chair Streater provided an overview of all requests and feedback provided regarding policies on the agenda and noted that the committee would like to see the District engage stakeholders around the best way to ensure that families can access the policies and administrative procedures for the information that they need.

Co-Chair Streater invited **Ms. Galbally** to share any last remarks.

Co-Chair Streater asked **Ms. Galbally** to share the list of proposed draft policies expected to be discussed at the policy committee meeting in November:

- 102 Multiracial/Multicultural/Gender Education
- 137 Home Education Program
- 227 Controlled Substances-Paraphernalia
- 235.1 Student Surveys
- 237 Electronic Devices
- 702 Gifts, Grants, Donations, Student Fundraising
- 702.1 Scholarships
- 703 School Cleanliness

- 712 Naming of School District Properties
- 717 Mobile Communications Devices
- 717.1 Computers and Portable Computing Devices
- 805.1 Relations with Law Enforcement Agencies
- 807 Opening Exercises/Flag Displays
- 808 Food Services

Co-Chair Streater thanked all who attended and announced that the meeting was adjourned.

Meeting adjourned at 5:49 pm.

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 008
SECTION: Board Procedures/Bylaws
TITLE: Policy 008 - Goals and Guardrails
ADOPTED:
REVISED:

POLICY 008 - GOALS AND GUARDRAILS

Purpose

The Board of Education's ("Board") vision guides the work of District administration and staff and focuses priorities on student achievement, educational equity, and safe learning environments. The purpose of this policy is to define Goals and Guardrails as the Board's governance model for the District to institutionalize. This governance model shall be student outcomes focused, putting students first and aligning decision making to ensure current and future student achievement. The Board's role is to ensure student learning and success and to hold the District accountable for achieving this.

Definitions

For purposes of this policy, terms are defined as follows:

Equity: Cultivate prosperity and liberation for students and staff, starting with historically marginalized populations, by removing barriers, increasing access and inclusion, building trusting relationships, and creating a shared culture of social responsibility and organizational accountability.

Goals and Guardrails: A strategic governance framework that is focused on student outcomes through a strategic vision to be reviewed at least every five (5) years.

Goals: The targets used to monitor student learning and measure the District's progress towards accomplishing discrete benchmarks of academic achievement and college and career readiness.

Guardrails: The nonnegotiable conditions that must exist in schools to support achieving the Goals.

Authority

The Public School Code and Philadelphia Home Rule Charter authorize the Board to adopt reasonable policies and procedures for its governance and to manage, establish, equip, furnish, operate and maintain the public schools of the District. [1][2][3]

It is the Board's responsibility to set the vision and direction for the District. To do this, the Board is committed to governing with a clear focus on student outcomes; establishing clear and specific goals for the District; dedicating significant time to monitoring goals to ensure progress is being made; and, to review its five-year Goals and Guardrails targets at least every five (5) years to improve academic achievement for all students.

This is a collective responsibility shared by members of the Board and through the engagement of District employees, parents/guardians and caregivers, members of the Philadelphia community, and all those in a position to affect this work.

Goals and Guardrails reflect the Board's commitment to educational equity in safe and nurturing school communities; setting high academic standards; and holding itself and the District accountable for improvements in student achievement.

Mandatory Regulatory Procedures:

Board Commitments:

To effectuate its governance model, the Board shall commit itself to the following activities:

Foster a culture	To foster a Board culture that ensures a shared commitment to governing with a focus on student outcomes, Board members shall sign a commitment letter at the beginning of their term stating their acknowledgement of this governance framework, the activities outlined in this policy, and its Board Operating Guidelines. Board members shall make their best effort to participate in professional development opportunities when organized by the Board to facilitate effective governance.
Develop a strategic planning framework	At least every five (5) years, the Board shall adopt through resolution specific interim targets for achieving each of the below Goals and Guardrails and expects the District to meet those targets: • Goals ◦ All students read on grade level ◦ All students are proficient in math ◦ All students graduate college and career ready • Guardrails ◦ Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. This means that our schools will be: 1) environmentally safe and clean; and 2) spaces with inclusive climates that provide students with access to robust social, emotional, and mental health supports. ◦ Every student will have a well-rounded education with co-curricular opportunities, including arts and athletics, integrated into the school experience. ◦ Every parent and guardian will be welcomed and encouraged to be partners in their child's school community. ◦ Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement. Board Members shall assess action items, budgets, and District initiatives through the lens of how each supports the above Goals and Guardrails. Additionally, the Board shall develop and implement short- and long-term communications and coalition building strategies to foster support from key stakeholder groups. Key audiences that should be engaged through these strategies include but are not limited to: students, parents and family members, staff, and community members. [4] To modify the above Goals and Guardrails, the Board shall follow its existing policy setting process in addition to a public engagement process with students, parents and family members, staff, and community members. This public engagement process shall inform any changes that are made to the Goals and Guardrails. [5]
Monitor achievement of the Goals and Guardrails	To adequately monitor progress toward achieving the Goals and Guardrails, the Board shall dedicate time each month during public meetings to monitor progress and identify corrective steps that might need to be taken.
Audit Goals and Guardrails structures	Annually, the Board shall complete a self-evaluation to ensure it is adequately focusing on student outcomes.

Perform management reviews	The Board shall conduct annual management reviews of its own governance practices and shall annually conduct an evaluation of the Superintendent.

Board Expectations:
The Board establishes the following expectations of the District, through the Superintendent or their designee, to achieve the Board's Goals and Guardrails:

Foster a culture	The Superintendent shall build a culture of focusing on student outcomes by incorporating Goals and Guardrails into District-wide initiatives.
Develop a strategic planning process	The Superintendent shall develop and maintain a strategic plan that implements structures and systems to achieve the Board's Goals and Guardrails.
Monitor achievement of the Goals and Guardrails	The Superintendent, shall provide, at least monthly, reports and presentations showing District progress toward achieving the Goals and Guardrails.
Audit Goals and Guardrails structures	At least annually, the Superintendent shall assess the indicators and targets used to monitor achievement of the Goals and Guardrails and make recommendations when changes are warranted. The Superintendent may engage external resources as needed to make the necessary assessments.
Perform management reviews	The Superintendent shall upon request by the Board assess the District's organizational structure and capacity through a management review and provide recommendations to the Board regarding any changes necessary to support achieving the Goals and Guardrails. [6]

Legal References:
1. 24 P.S. - Sec. 5-505
2. 24 P.S. - Sec. 5-510
3. Philadelphia Home Rule Charter - Sec. 12-209
4. Policy 006 - Public Engagement
5. Policy 002.1 - Policy Manual
6. Philadelphia Home Rule Charter - Sec. 12-401

Related Information:
1. 008 Goals and Guardrails Board Operating Guidelines

Administrative Procedures:

008 Goals and Guardrails Board Operating Guidelines
Goals and Guardrails Presentation

Adopted:
Last Revised:

Board Operating Guidelines for Board of Education Goals and Guardrails

(Attachment for Policy No. 008)

Purpose:

The purpose of these Board Operating Guidelines is to effectuate Policy 008: Goals and Guardrails, which reflect the Board's student outcomes-focused governance model to ensure educational equity in a safe and nurturing school community; the setting of high academic standards; and, accountability for improvements in student achievement.

Board Procedures:

Culture

Part of each Board member's onboarding will be an overview of the Goals and Guardrails governance model. After receiving adequate background and orientation to this framework of governance, Board members will sign a commitment letter stating their acknowledgement of the activities required for it to be successful. A copy of this commitment letter will be linked here.

The Pennsylvania School Board Association (PSBA) has developed best practices related to the "Principles of Governance and Leadership". These principles will be reviewed by Board members on an annual basis to check in on each member's adherence to these established best practices. The template Board members will use to conduct this annual self-assessment will be linked here.

To strengthen this self-assessment and these best practices, Board members will also have access to professional development through the District, PSBA, Council of Great City Schools, area universities, and other organizations. Additionally, at least annual retreats will be convened with all Board members to support review of the Board's governance structures.

Strategic Planning Framework

At least every five (5) years, the Board shall adopt, through resolution, specific targets for achieving each of the Goals and Guardrails.

Budgets are value statements and any request for and approval of District funding must be made in accordance with the defined Goals and Guardrails.

As such, all Action Items during monthly meetings should include reference to which Goal/s and Guardrail/s the Action Item will directly support.

Additionally, annual budget development will be conducted and presented in alignment to the Board's Goals and Guardrails.

To ensure the Goals and Guardrails are achieved, it is also necessary for the Board to develop and implement short- and long-term communications and coalition building strategies to ensure buy-in from key stakeholder groups.

This communications and coalition building strategy should include, but not be limited to:

1. Translating all Goals and Guardrails documents, including but not limited to, the below into plain English language and major SDP languages:
    a. Monitoring calendar
    b. Board self-evaluation
    c. Superintendent evaluation
    d. Goals and Guardrails presentation materials
    e. Monitoring reports
2. Maintaining a communications toolkit that promotes shared messaging for public education in Philadelphia, including:
    a. Social media content
    b. Website information
    c. One pagers
    d. Frequently asked questions (FAQs)
3. Framing budget conversations and budget asks in the context of the Goals and Guardrails
4. Implementing regular communications from the Board
    a. Quarterly Board newsletter
    b. Structured social media strategy
    c. Goals and Guardrails-aligned branding
    d. Regular press and opinion pieces
5. Aligning the work of the Office of the Board of Education to the Goals and Guardrails

The key audiences that should be engaged in the above activities include, but are not limited to:

- <u>Internal</u>
    - Students (including disengaged and at-risk youth)
    - Parents and family members
    - Staff (school- and central office-based)
    - Board's Parent and Community Advisory Council (PCAC)
- <u>External</u>
    - Community members
    - Education advocates
    - Community organizers and parent-led organizations
    - Elected officials
    - Editorial boards and radio hosts
    - Charter schools

To modify these Goals and Guardrails, the Board will conduct an extensive public engagement strategy with the above internal and external stakeholders. This public engagement process will include, but not be limited to:

- A Listening tour
- Town halls
- A digital and paper survey

Monitoring

The Board will receive and review a financial Quarterly Managers Report providing updates on the District's finances. The District will provide briefings on this report.

In order to regularly monitor progress toward achieving the Board's Goals and Guardrails, it is necessary to identify, vet, and finalize indicators to regularly monitor.

At a monthly public meeting, the Board will monitor the District's progress toward achieving the Goals and Guardrails. Each month will focus on the identified interim indicator/s for the Goals and Guardrails.

Designated Board Member facilitators will work with the Chief of the Office of Research and Evaluation to agree on these indicators for each Goal and each Guardrail. This same group will prep with the Office of Research and Evaluation before each month's regular monitoring session.

During the progress monitoring session, the designated Board Member facilitators will:

1. Announce the Goal or Guardrail to be monitored
2. Introduce the District staff who will walk through the prepared presentation
3. Facilitate questions and answers from Board members on the presentation
4. Summarize what was discussed and any necessary follow up or next steps for the District

The indicators currently used to regularly measure progress include:

<table>
<tr><th colspan="3">Goals</th></tr>
<tr><th>Goal</th><th>Interim Target</th><th>Interim Indicator/s</th></tr>
<tr><td rowspan="2">Goal #1
(All students read on grade level)</td><td rowspan="2">The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026.</td><td>The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.</td></tr>
<tr><td>Closing the Gap: The percentage of students, by subgroup, in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.</td></tr>
</table>

Goal #2 *(All students read on grade level)*	The percentage of 3rd grade students who are proficient on the state ELA assessment will grow from 32.5% in August 2019 to 62.0% by August 2026.	The percentage of students in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.
		Closing the Gap: The percentage of students, by subgroup, in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.
Goal #3 *(All students are proficient in math)*	The percentage of students in grades 3-8 who are proficient on the state Math assessment will grow from 21.5% in August 2019 to 52.0% by August 2026.	The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.
		Closing the Gap: The percentage of students, by subgroup, in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.
Goal #4 *(All students graduate ready for college or career)*	The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 11th grade year will grow from 22.2% in August 2019 to 52.0% by August 2026.	The percentage of students in grades 9-11 who score at or above grade level on the District's within-year math and reading assessments in Fall, Winter, and Spring each year.
		The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th grade year.
		Closing the Gap: The percentage of students, by subgroup, who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th grade year.
Goal #5 *(All students graduate ready for college or*	The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th	The percentage of 11th grade CTE students who pass their CTE Level 2 coursework (with a grade of A or B).

career)	grade year will grow from 49.9% in August 2019 to 80.0% in August 2026.	The percentage of 10th grade CTE students who pass their CTE Level 1 coursework (with a grade of A or B).
Guardrails		
Guardrail	***Interim Target***	***Interim Indicator/s***
Guardrail #1	Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. This means that our schools will be: 1) environmentally safe and clean; and 2) spaces with inclusive climates that provide students with access to robust social, emotional, and mental health supports.	The percentage of schools with both a high Overall District Wide Survey Climate rating and a high Overall District Wide Survey Instruction rating will grow from 17.7% (38 schools) in August 2020 to 58.6% (126 schools) by August 2026.
		The percentage of schools certified as Lead-Safe and identified as No Asbestos Detected (NAD) will grow from X% in August 2020 to Y% by August 2026. (Data Availability TBD)
		The percentage of schools with at least two FTE (full-time equivalent) positions, per 500 students, to support student mental and behavioral needs will grow from 43.3% (93 schools) in August 2020 to 71.2% (153 schools) by August 2026.
Guardrail #2	Every student will have a well-rounded education with co-curricular opportunities, including arts and athletics, integrated into the school experience.	The percentage of K-8 students enrolled in visual or performing arts courses at each school will grow from 89.9% in August 2020 to 100.0% by August 2026.
		The percentage of high school students participating in co-curricular activities, including athletics, at each school will grow from X% in August 2020 to Y% by August 2026. (Data Availability TBD)
Guardrail #3	Every parent and guardian will be welcomed and encouraged to be	The percentage of schools with a high Overall District Wide Survey

	partners in their child's school community.	School Relationship rating will grow from 20.0% (43 schools) in August 2020 to 61.9% (133 schools) by August 2026.
		The percentage of schools that have a School Advisory Council (SAC) that holds three or more meetings per year will grow from 89.3% (192 schools) in August 2020 to 100.0% (215 schools) by August 2026.
Guardrail #4	Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.	Among 8th grade students who are qualified to attend Special Admission High schools, the percentage who are Black/African American or Hispanic/Latinx will grow from 33.8% in August 2020 to at least 52.0% (making progress towards being proportional to population as a whole) by August 2026.
		The percentage of suspensions received by Black/African American students will decrease from 72.6% in August 2020 to no more than 48.3% (proportional to population as a whole) by August 2026.

Auditing

Annually and as a whole, the Board will use an evaluation tool to ensure it is adequately focusing on student outcomes through its governance structures.

This will allow time for reflection and changes in practice in the coming school year to ensure the Board maintains a focus on student outcomes and achievement. Part of this evaluation will include analyzing how the Board spends its time during public meetings to ensure a clear focus on student outcomes.

This evaluation tool measures several core principles, including:

- Vision and Goals
- Values and Guardrails
- Monitoring and Accountability
- Communication and Collaboration
- Unity and Trust

- Continuous Improvement

Management Review

A small work group of Board members will meet annually in the Fall prior to the Superintendent's evaluation and the December organization meeting to ensure the Board's governance practices are implemented with fidelity to continuously improve effective governing structures. This includes a review of the Board's:

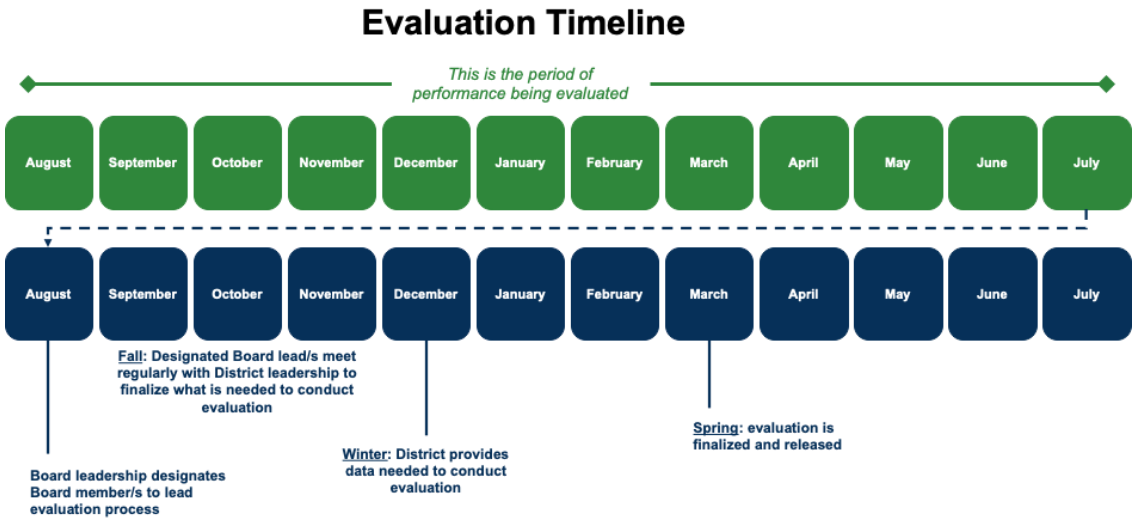
- Goals and Guardrails monitoring
- Financial oversight strategies
- Board governance policies (series 000)
- Audit patterns
- Board's committee structure
- Office of the Board of Education structure and operations
- Communications and customer service strategies

To ensure District operations are aligned to Goals and Guardrails, the annual evaluation of the Superintendent will also be conducted in accordance with the procedures outlined below.

Every August, Board leadership will designate a Board member/s to lead the evaluation process for the previous, full school year. Throughout the Fall, these Board members will work with District leadership to ensure all the data necessary will be available to the Board in the Winter.

In the Winter, this data will be made available to the Board to input into its adopted Superintendent evaluation template. The evaluation will be written throughout the Winter and finalized for release in the Spring.

These timelines are further outlined in the graphic below:



District Procedures:

Culture

To ensure that Goals and Guardrails are the foundation of the District's culture, the Superintendent will work with their leadership team to incorporate Goals and Guardrails into District-wide initiatives and activities. This includes but is not limited to:

- School Progress Report on Education and Equity (SPREE)
- Philly School Experience Survey (formerly the District-wide Survey)
- Office of Family and Community Engagement (FACE)

All central program offices should also align their work to the Board's Goals and Guardrails and the related targets and indicators.

Strategic Plan

The Superintendent will develop a strategic plan for the District that ensures District achievement of the Goals and Guardrails. This strategic plan will be approved by the Board and reviewed on an annual basis to make improvements and updates as necessary.

Monitoring

Leading up to each month's public monitoring session, the Office of Research and Evaluation will meet with the designated Board Member facilitators guiding this work to discuss the outline of the presentation. Each presentation should tell a story to the public including:

1. Brief overview of the Goal or Guardrail
2. Any necessary technical background or context on the associated indicator/s
3. Overview of past District trends in relation to the indicator/s
4. Overview of the District's current state and progress toward achieving the indicator/s
    a. Including how we know our investments are/are not working
5. An update on what the District will be doing in the future to ensure continued progress in achieving the indicator/s and, therefore, the Goal or Guardrail
    a. Including present and future budget implications and anticipated action items

Auditing

While monitoring occurs on a monthly basis, there is also a need to occasionally consider deeper analysis as to how the District is progressing toward the Goals and Guardrails. At least annually, the District will assess the indicators and targets used to monitor achievement of the Goals and Guardrails and make recommendations when changes are warranted. The Superintendent may engage external resources as needed to make the necessary assessments.

Management Review

Upon the Board's request, the Superintendent will prepare a report for the Board of their management structure and how it supports achievement of the Goals and Guardrails. This report should include, but not be limited to:

1. Structure of the central offices
2. Evaluation of the effectiveness of central offices

3. Current areas of needed improvement of the central offices
4. Supports needed from the Board to address #1-3



THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION

Board Policy 008:
Goals and Guardrails

April 27, 2023

Goals and Guardrails

OVERVIEW

1	Purpose
2	How we got here
3	Why now
4	What it means

Board Policy Goals and Guardrails

PURPOSE

The purpose of this policy is to designate Goals and Guardrails as the Board's "north star" for all its decision making.

This governance model is student outcomes focused. This means making decisions in the best interest of our learners to ensure they have the learning environments and resources they need to thrive, succeed and lead in a global society.





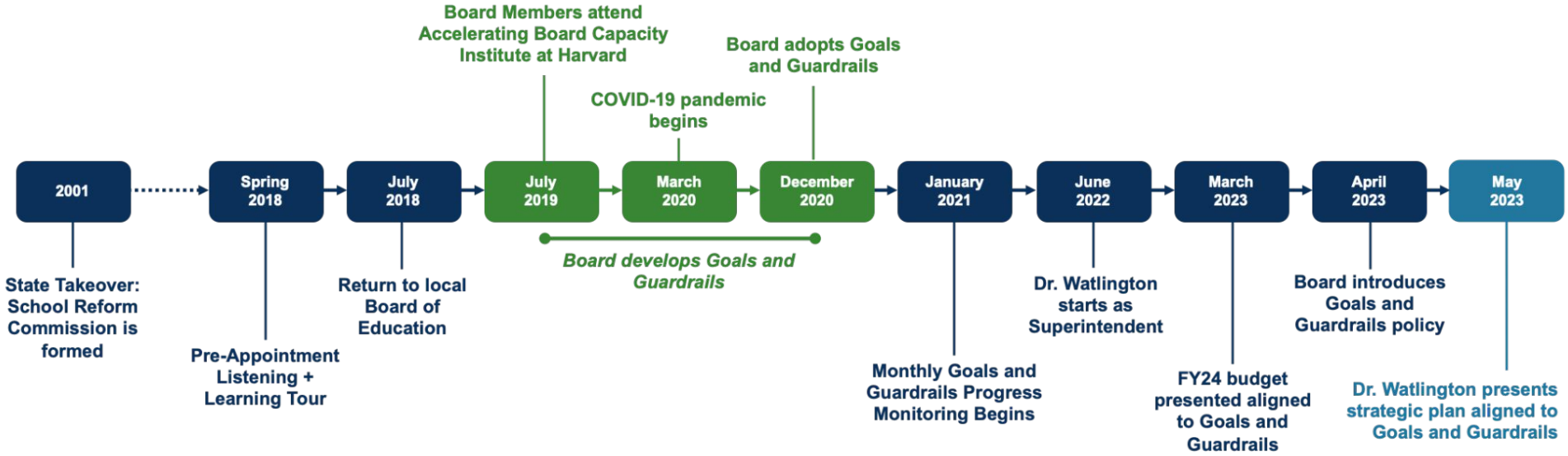
Board Policy Goals and Guardrails

PURPOSE

GOALS	GUARDRAILS
Students read on grade level	Schools are safe, welcoming, and healthy places
Students are proficient in math	Schools provide students with a well-rounded education
Students graduate ready for college or career	Schools welcome parents and guardians and encourage them to be partners
	Schools ensure students' potential is not limited by practices that perpetuate systemic racism

Board Policy Goals and Guardrails

HOW WE GOT HERE



WHY NOW

It is important to adopt this policy now because, while this work has been underway for years, it:

- Codifies Goals and Guardrails as the Board's governance framework
- Commits the Board to governing with a focus on student outcomes
- Formally delegates responsibility to the Superintendent to develop, release, and maintain a strategic plan; which they will do this Spring



Board Policy Goals and Guardrails

WHAT IT MEANS

This policy commits both the 1) Board and 2) District to:

- **Foster a culture** committed to governing and operating with a focus on student outcomes
- **Develop strategic planning** frameworks and processes
- **Monitor achievement of the Goals and Guardrails**
- **Audit the Goals and Guardrails**
- **Perform management reviews**


THE SCHOOL DISTRICT OF
PHILADELPHIA
BOARD OF
EDUCATION

THE SCHOOL DISTRICT
OF PHILADELPHIA

No. 137
SECTION: 100 Programs
TITLE: Policy 137 - Home Education Programs
ADOPTED: November 16, 2017
REVISED:

POLICY 137 - HOME EDUCATION PROGRAMS

Purpose

The Board of Education ("Board") is committed to every student receiving a well rounded education and graduating ready for college and careers. The purpose of this Policy is to require the School District of Philadelphia ("District") to provide the minimum requirements on how home education programs can comply with law and meet these goals, while acknowledging the law's intent to provide flexibility to those administering the home education program.

Definitions

Appropriate education: A program consisting of instruction in the required subjects for the time required by law and in which the student demonstrates sustained progress in the overall program.[1]

Compulsory school age: The period of a child's life from the time the child's parents elect to have the child enter school and which shall be no later than six (6) years of age until the child reaches eighteen (18) years of age. The term does not include a child who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school. [2]

Home education program: A program conducted in compliance with law by the parent/guardian or person having legal custody of a child. A home education program shall not be considered a nonpublic school under the provisions of law.[1]

Authority

The Pennsylvania Public School Code requires that ~~H~~**h**ome education programs ~~shall~~ provide an appropriate education for students of compulsory school age residing in the ~~school d~~**D**istrict and **that home education programs** shall be conducted in accordance with state law and regulations.[1][2][3]**[4]**

Delegation of Responsibility

The Superintendent or **their** designee**, through the Deputy Superintendent of Academic Services,** shall develop ~~and distribute a~~**A**dministrative ~~p~~**P**rocedures for registering and monitoring home education programs. **The Administrative Procedures shall outline what the District is required to provide to those who inquire with regards to home education programs.**

Legal References:

1. 24 P.S. 1327
2. 24 P.S. 1327.1
3. 22 PA Code 11.31a
4. **22 PA Code 11.13**

Related Information:

~~24 P.S. 111~~
~~22 PA Code 11.33~~

Administrative Procedures:

Policy 137 and 137.1 Administrative Procedures

Administrative Procedures for Home Education Programs
(Attachment for Policy No. 137 **and 137.1**)

Purpose

The purpose of these ~~a~~**A**dministrative ~~p~~**P**rocedures is to establish the School District of Philadelphia's ("District") process for registering and monitoring home education programs in **conformity** ~~accordance~~ with Board Policy 137 - Home Education Program. **These Administrative Procedures also effectuate Board Policy 137.1 - Extracurricular and Co-Curricular Participation by Home Education Students, which detail the District's responsibility to provide eligible students participating in home education programs with access to co-curricular and extracurricular educational activities.**

Definitions

~~For purposes of these procedures,~~ **These terms are defined by the Pennsylvania Homeschooling Law** as follows:

~~**Supervisor:** Parent or guardian.~~

~~**Home education program:** The education of school-aged children at home~~ .

Appropriate education: ~~–~~ ~~a~~ **A program consisting of instruction in the required subjects for the time required by law and in which the student demonstrates sustained progress in the overall program.[2]**

Co-curricular activity: For the purposes of these Administrative Procedures, co-curricular activities include Career and Technical Education (CTE), Junior Reserve Officers' Training Corps (JROTC), and Orchestra/Band.

Compulsory school age: The period of a child's life from the time the child enters school (which may be no later than at the age of 6 years), until the age of 18 or graduation from a high school, whichever occurs first.[4]

Evaluation: An annual written evaluation of the student's educational progress.

Evaluator: Licensed clinical or school psychologist, a teacher certified by the Commonwealth, or a nonpublic school teacher or administrator. Such nonpublic teacher or administrator shall have the required experience at the elementary level to evaluate elementary students or at the secondary level to evaluate secondary students. The certified teacher shall have experience at the elementary level to evaluate elementary students or at the secondary level to evaluate secondary students.

Home education program: ~~–~~ ~~a~~ **A program conducted in compliance with law by the parent/guardian or person having legal custody of a child. A home education program shall not be considered a nonpublic school under the provisions of law.[2]**

Supervisor: Parent or guardian.

Procedures

Eligibility/Affidavits

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

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

For a sample compliant affidavit, please visit: https://www.philasd.org/homeschooling/

Program

The Pennsylvania School Code limits the requirements for a home education program to the following:

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

[1] An instructional level that includes grades seven through twelve.

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

Requirements Of Supervisor

The Pennsylvania School Code limits the qualifications/requirements for a home education program supervisor to the following:

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

Evaluation Requirements

The Pennsylvania School Code limits the evaluation requirements for a home education program and the qualifications/requirement for an evaluator to the following:

1. A teacher or administrator who evaluates a portfolio at the elementary level or secondary level shall meet these requirements: licensed clinical or school psychologist, a teacher certified by the Commonwealth, or a nonpublic school teacher or administrator. Any such nonpublic teacher or administrator shall have at least two years of teaching experience in a Pennsylvania public or nonpublic school within the last ten years. Such nonpublic teacher or administrator shall have the required experience at the elementary level to evaluate elementary students or at the secondary level to evaluate secondary students. The certified teacher shall have experience at the elementary level to evaluate elementary students or at the secondary level to evaluate secondary students.
2. An annual written evaluation of the student's educational progress as determined by a licensed clinical or school psychologist, a teacher certified by the Commonwealth, or a nonpublic school teacher or administrator is required. The evaluation shall also be based on an interview of the child and a review of the portfolio and shall certify whether or not an appropriate education is occurring. At the request of the Supervisor, persons with other qualifications may conduct the evaluation with the prior consent of the Superintendent. In no event shall the evaluator be the Supervisor or their spouse.
3. Documentation required by this policy shall be provided to the District at homeschooling@phillasd.org by June 30 of each school year.
4. If the Superintendent or designee has a reasonable belief that, at any time during the school year, appropriate education may not be occurring in the home education program, they may require documentation pertaining to the portfolio to be submitted to the District by certified mail with return receipt requested within fifteen (15) days, and the evaluation to be submitted within thirty (30) days.

5. If the Superintendent or designee determines, based on documentation, that appropriate education is not occurring, they shall send a letter to the Supervisor stating that in their opinion appropriate education is not occurring in the home education program and shall return all documentation, specifying what aspect(s) of the documentation are inadequate.
6. The Supervisor of the program shall have twenty (20) days from receipt of the certified letter to submit additional documentation demonstrating that appropriate education is taking place. If documentation is not submitted within that time, the home education program shall be out of compliance, and the student shall be promptly enrolled in the public or a nonpublic school.

Right Of Hearing

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

Loan Of Instructional Materials

1. The District shall, at the request of the Supervisor, lend to the home education program ~~copies of~~ textbooks appropriate to the student's age and grade level. **Other instructional materials, such as technology resources (i.e. online assessments, chromebooks, etc.) are not included in such loans.**

Graduation Requirements

The Pennsylvania School Code defines the graduation requirements for a home education program to the following:

1. The following minimum courses in grades 9 through 12 are established as a requirement for graduation in a home education program: four (4) years of English, three (3) years of

mathematics, three (3) years of science, three (3) years of social studies, and two (2) years of arts and humanities.
2. The District shall not award a diploma or acknowledge completion of a student's education in a home education program. The students involved may take a General Educational Development ("GED") examination or apply to the Pennsylvania Board of Education for a special diploma.

Re-Enrollment In District Schools

1. Any child re-enrolling in a District school following a home education program will have to make up any course work required of a District school student by state law and regulations.
2. The District only accepts High School credits and transcripts from approved Pennsylvania Homeschool Diploma programs. **The District does not accept transcripts issued by a non-approved Pennsylvania Home Diploma program (i.e. one issued by a supervisor).**

Students With A Disability

1. A home education program shall meet compulsory attendance requirements for a student with a disability only when the program addresses the specific needs of the student and is approved by a teacher with a valid education certificate from the Commonwealth to teach special education, or a licensed clinical or certified school psychologist. Written notice of such approval must be submitted with the required affidavit.
2. The Supervisor may request that the District or intermediate unit of residence provide services that address the specific needs of a student with a disability.
3. When the provision of services is agreed to by both the Supervisor and the District or intermediate unit, all services shall be provided in the public schools or in a private school licensed to provide such programs and services. Testing, evaluating, and planning shall be completed in accordance with regular District procedures.
    a. **The District is not required to agree to provide special education services to students enrolled in a home education program.**

Participation in Extracurricular and Co-Curricular Activities by Home Education Students

Responsibilities of Program Coordinators

Program Coordinators shall be responsible for collecting and maintaining eligibility requirements for students participating in their program.

Transportation to and from Career and Technical Education Activities

The parent or legal guardian of the child shall be responsible for transportation of the child to and from school for selected extracurricular and co-curricular activities, except that a home education student may utilize District transportation to or from school during the

times a bus is otherwise already operating and space is available for CTE programs, exclusively.

Resources

https://www.philasd.org/homeschooling/
https://www.philasd.org/athletics/
https://www.philasd.org/collegeandcareer/resources/military-opportunities/jrotc/
https://www.philasd.org/cte/

For any questions regarding home education programs or participating in extracurricular and co-curricular activities, please contact homeschooling@philasd.org.

Maintenance Schedule

These ~~a~~**A**dministrative ~~p~~**P**rocedures will be reviewed upon **the review of the** ~~p~~**P**olicy ~~renewal~~, or ~~in the case~~ **upon the occurrence** of a triggering event.

Related Information:

School Code – 24 P.S. §§ 111, 1327, 1327.1
State Board of Education Regulations – 22 PA Code §11.31a

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 137.1
SECTION: 100 Programs
TITLE: Policy 137.1 - Extracurricular Participation by Home Education Students
ADOPTED: November 16, 2017
REVISED:

POLICY 137.1 - EXTRACURRICULAR PARTICIPATION BY HOME EDUCATION STUDENTS

Purpose

The Board of Education ("Board") is committed to every student receiving a well rounded education and graduating ready for college and careers. This Policy's purpose is to require the School District of Philadelphia ("District") to provide access to co-curricular and extracurricular educational activities for eligible students participating in home education programs in accordance with relevant state and federal laws.

Definitions

~~The School Reform CommissionBoard shall approve participation in the district's extracurricular activities and interscholastic athletic programs by a~~ **Eligible Student Participating in a Home Education Program: A** student enrolled in a home education program subject to the following conditions:[1][2]

1. The student shall be a resident of the school district.

2. The student shall meet the required eligibility criteria. [3][4]

3. The student shall maintain appropriate insurance coverage, consistent with the coverage requirements for district students.[4]

4. The student shall comply with ~~SRC~~Board policies and school rules and regulations regarding co-curricular and extracurricular activities, interscholastic athletics, and student discipline, as well as the organization governing the activity.[3][4][5]

5. ~~The student shall comply with policies, rules and regulations, or their equivalent, of the activity's governing organization.~~

6. The student shall meet attendance and reporting requirements established for all participants of the activity or program~~.~~ **and to be considered in attendance in accordance with Board policy, the home education student must participate in a full, normally scheduled academic program, in accordance with the planned home education program and submitted documentation.[2]**[6]

7. The student shall meet the requirements for physical examinations and physical fitness and any height and/or weight restrictions established for all participants of the activity or program.[4]

8. The student shall comply with all requirements and directives of ~~the d~~**D**istrict staff, coaches and administrators involved with the co-curricular and extracurricular activity or interscholastic athletic program.

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

Authority

The Pennsylvania Public School Code and Federal Law requires that students enrolled in a home education program shall be permitted to participate in various District activities. [1][2]

Delegation of Responsibility

The Superintendent or their designee, through the Deputy Superintendent of Academic Services, shall develop Administrative Procedures that at a minimum provide resources for eligible home education students and their program supervisors regarding the District's extracurricular activities, co-curricular, and interscholastic athletic programs. The Deputy Superintendent of Academic Services, in coordination with the Office of Transportation Services, shall include information about transportation of eligible home education students to co-curricular and extracurricular activities, and interscholastic athletics in the Administrative Procedures.

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

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

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

Mandatory Regulatory Procedures:

Students attending home education programs shall be given an equal opportunity to compete for positions and participate in ~~d~~**D**istrict extracurricular activities and interscholastic athletic programs. **Enrollment of eligible home education students in co-curricular activities shall be on a first come, first serve basis, dependent upon enrollment capacity.**

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

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

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

Legal References:

1. 24 P.S. 1327.1
2. Pol~~.~~**icy** 137 - Home Education Programs
3. Pol~~.~~**icy** 122 - Extracurricular Activities
4. Pol~~.~~**icy** 123 - Interscholastic Athletics

5. Pol-**icy** 218 - Student Conduct and Discipline
6. Pol-**icy** 204 - Attendance

Related Information:
24 P.S. 511
Philadelphia Home Rule Charter - 12-300

Administrative Procedures:

Policy 137 and 137.1 Administrative Procedures

Administrative Procedures for Home Education Programs
(Attachment for Policy No. 137 **and 137.1**)

Purpose

The purpose of these ~~a~~**A**dministrative ~~p~~**P**rocedures is to establish the School District of Philadelphia's ("District") process for registering and monitoring home education programs in **conformity** ~~accordance~~ with Board Policy 137 - Home Education Program. **These Administrative Procedures also effectuate Board Policy 137.1 - Extracurricular and Co-Curricular Participation by Home Education Students, which detail the District's responsibility to provide eligible students participating in home education programs with access to co-curricular and extracurricular educational activities.**

Definitions

~~For purposes of these procedures,~~ **These terms are defined by the Pennsylvania Homeschooling Law** as follows:

~~**Supervisor:** Parent or guardian.~~

~~**Home education program:** The education of school-aged children at home~~ .

Appropriate education: ~~–~~ ~~a~~ **A program consisting of instruction in the required subjects for the time required by law and in which the student demonstrates sustained progress in the overall program.[2]**

Co-curricular activity: For the purposes of these Administrative Procedures, co-curricular activities include Career and Technical Education (CTE), Junior Reserve Officers' Training Corps (JROTC), and Orchestra/Band.

Compulsory school age: The period of a child's life from the time the child enters school (which may be no later than at the age of 6 years), until the age of 18 or graduation from a high school, whichever occurs first.[4]

Evaluation: An annual written evaluation of the student's educational progress.

Evaluator: Licensed clinical or school psychologist, a teacher certified by the Commonwealth, or a nonpublic school teacher or administrator. Such nonpublic teacher or administrator shall have the required experience at the elementary level to evaluate elementary students or at the secondary level to evaluate secondary students. The certified teacher shall have experience at the elementary level to evaluate elementary students or at the secondary level to evaluate secondary students.

Home education program: ~~–~~ ~~a~~ **A program conducted in compliance with law by the parent/guardian or person having legal custody of a child. A home education program shall not be considered a nonpublic school under the provisions of law.[2]**

Supervisor: Parent or guardian.

Procedures

Eligibility/Affidavits

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

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

For a sample compliant affidavit, please visit: https://www.philasd.org/homeschooling/

Program

The Pennsylvania School Code limits the requirements for a home education program to the following:

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

[1] An instructional level that includes grades seven through twelve.

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

Requirements Of Supervisor

The Pennsylvania School Code limits the qualifications/requirements for a home education program supervisor to the following:

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

Evaluation Requirements

The Pennsylvania School Code limits the evaluation requirements for a home education program and the qualifications/requirement for an evaluator to the following:

1. A teacher or administrator who evaluates a portfolio at the elementary level or secondary level shall meet these requirements: licensed clinical or school psychologist, a teacher certified by the Commonwealth, or a nonpublic school teacher or administrator. Any such nonpublic teacher or administrator shall have at least two years of teaching experience in a Pennsylvania public or nonpublic school within the last ten years. Such nonpublic teacher or administrator shall have the required experience at the elementary level to evaluate elementary students or at the secondary level to evaluate secondary students. The certified teacher shall have experience at the elementary level to evaluate elementary students or at the secondary level to evaluate secondary students.
2. An annual written evaluation of the student's educational progress as determined by a licensed clinical or school psychologist, a teacher certified by the Commonwealth, or a nonpublic school teacher or administrator is required. The evaluation shall also be based on an interview of the child and a review of the portfolio and shall certify whether or not an appropriate education is occurring. At the request of the Supervisor, persons with other qualifications may conduct the evaluation with the prior consent of the Superintendent. In no event shall the evaluator be the Supervisor or their spouse.
3. Documentation required by this policy shall be provided to the District at homeschooling@phillasd.org by June 30 of each school year.
4. If the Superintendent or designee has a reasonable belief that, at any time during the school year, appropriate education may not be occurring in the home education program, they may require documentation pertaining to the portfolio to be submitted to the District by certified mail with return receipt requested within fifteen (15) days, and the evaluation to be submitted within thirty (30) days.

5. If the Superintendent or designee determines, based on documentation, that appropriate education is not occurring, they shall send a letter to the Supervisor stating that in their opinion appropriate education is not occurring in the home education program and shall return all documentation, specifying what aspect(s) of the documentation are inadequate.
6. The Supervisor of the program shall have twenty (20) days from receipt of the certified letter to submit additional documentation demonstrating that appropriate education is taking place. If documentation is not submitted within that time, the home education program shall be out of compliance, and the student shall be promptly enrolled in the public or a nonpublic school.

Right Of Hearing

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

Loan Of Instructional Materials

1. The District shall, at the request of the Supervisor, lend to the home education program ~~copies of~~ textbooks appropriate to the student's age and grade level. **Other instructional materials, such as technology resources (i.e. online assessments, chromebooks, etc.) are not included in such loans.**

Graduation Requirements

The Pennsylvania School Code defines the graduation requirements for a home education program to the following:

1. The following minimum courses in grades 9 through 12 are established as a requirement for graduation in a home education program: four (4) years of English, three (3) years of

mathematics, three (3) years of science, three (3) years of social studies, and two (2) years of arts and humanities.
2. The District shall not award a diploma or acknowledge completion of a student's education in a home education program. The students involved may take a General Educational Development ("GED") examination or apply to the Pennsylvania Board of Education for a special diploma.

Re-Enrollment In District Schools

1. Any child re-enrolling in a District school following a home education program will have to make up any course work required of a District school student by state law and regulations.
2. The District only accepts High School credits and transcripts from approved Pennsylvania Homeschool Diploma programs. **The District does not accept transcripts issued by a non-approved Pennsylvania Home Diploma program (i.e. one issued by a supervisor).**

Students With A Disability

1. A home education program shall meet compulsory attendance requirements for a student with a disability only when the program addresses the specific needs of the student and is approved by a teacher with a valid education certificate from the Commonwealth to teach special education, or a licensed clinical or certified school psychologist. Written notice of such approval must be submitted with the required affidavit.
2. The Supervisor may request that the District or intermediate unit of residence provide services that address the specific needs of a student with a disability.
3. When the provision of services is agreed to by both the Supervisor and the District or intermediate unit, all services shall be provided in the public schools or in a private school licensed to provide such programs and services. Testing, evaluating, and planning shall be completed in accordance with regular District procedures.
    a. **The District is not required to agree to provide special education services to students enrolled in a home education program.**

Participation in Extracurricular and Co-Curricular Activities by Home Education Students

Responsibilities of Program Coordinators

Program Coordinators shall be responsible for collecting and maintaining eligibility requirements for students participating in their program.

Transportation to and from Career and Technical Education Activities

The parent or legal guardian of the child shall be responsible for transportation of the child to and from school for selected extracurricular and co-curricular activities, except that a home education student may utilize District transportation to or from school during the

times a bus is otherwise already operating and space is available for CTE programs, exclusively.

Resources

https://www.philasd.org/homeschooling/
https://www.philasd.org/athletics/
https://www.philasd.org/collegeandcareer/resources/military-opportunities/jrotc/
https://www.philasd.org/cte/

For any questions regarding home education programs or participating in extracurricular and co-curricular activities, please contact homeschooling@philasd.org.

Maintenance Schedule

These ~~a~~**A**dministrative ~~p~~**P**rocedures will be reviewed upon **the review of the** ~~p~~**P**olicy ~~renewal~~, or ~~in the case~~ **upon the occurrence** of a triggering event.

Related Information:

School Code – 24 P.S. §§ 111, 1327, 1327.1
State Board of Education Regulations – 22 PA Code §11.31a

THE SCHOOL DISTRICT
OF PHILADELPHIA

No.
SECTION:
TITLE: Policy 227 - Controlled Substances/Paraphernalia
ADOPTED:
REVISED:

POLICY 227 - CONTROLLED SUBSTANCES/PARAPHERNALIA

Recommendation:

This policy is being recommended for elimination as it is duplicative of several other policies and District requirements, including the Student Code of Conduct, Policy 218 - Student Conduct and Discipline, Policy 233 - Suspension and Expulsion, and Policy 123 - Interscholastic Athletics. Information about where exact language from Policy 227 can be found in these other policies is included in the attached crosswalk document.

Administrative Procedures:

Policy 227 Crosswalk
Policy 227

Language from Policy 227	Where language/content is captured in other policies
Policy 218 - Student Conduct and Discipline / Student Code of Conduct	
Authority The SRC prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school-owned or leased property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities.	Code of Conduct: Behavior Violations **Possession and/or Use of Tobacco or Electronic Smoking Devices.** Students who use or possess tobacco or any electronic smoking device on school district property or at school sponsored events. This includes but is not limited to products containing tobacco, electronic cigarettes, cigars, vaping kits, and hookah. **Possession and/or Use of Alcohol and/or Drugs.** Students who are found to be in possession or who use alcohol or other drugs on school property or at a school sponsored event. This includes drugs in edible form. **Distribution of Alcohol and/or Drugs.** Students who are found to be selling alcohol or drugs. This includes drugs in edible form. *Code of Conduct (p.25)*
In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and SRC policies.	In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. *Policy 218 (p.2)*
Off-Campus Activities This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist: 1. The conduct occurs during the time the student is traveling to and from school or	Off-Campus Activities This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist: 1. The conduct occurs during the time the student is traveling to and from school or

traveling to and from school-sponsored activities, whether or not via school district furnished transportation. 2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities. 3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school. 4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school. 5. The conduct involves the theft or vandalism of school property. 6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.	traveling to and from school-sponsored activities, whether or not via school district furnished transportation. 2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities. 3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school. 4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school. 5. The conduct involves the theft or vandalism of school property. 6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities. *Policy 218 (p.2)*
Delegation of Responsibility The Superintendent or designee shall develop administrative procedures to identify and control substance abuse in the schools which: 1. Establish procedures to deal with students suspected of using, possessing, being under the influence, or distributing controlled substances in school, up to and including expulsion and referral for prosecution.	Code of Conduct: Behavior Violations matrix and the associated Interventions & Responses *Code of Conduct (p.25)*
The Superintendent or designee shall develop administrative procedures to identify and	The Superintendent or designee shall publish the Code of Student Conduct, which includes the consequences that may be imposed for

control substance abuse in the schools which: (cont.) 2. Disseminate to students, parents/guardians and staff the SRC policy and administrative procedures governing student abuse of controlled substances.	violations of those rules, and a listing of students' rights and responsibilities. A copy of the Code of Student Conduct shall be available in each school library and school office and may be printed in student handbooks. *Policy 218 (p.2)*
The Superintendent or designee shall develop administrative procedures to identify and control substance abuse in the schools which: (cont.) 3. Discourage use of and provide education concerning the dangers of abusing controlled substances 4. Establish procedures for education and readmission to school of students convicted of offenses involving controlled substances.	Code of Conduct: Behavior Violations matrix and the associated Interventions & Responses *Code of Conduct (p.25)*
Policy 233 - Suspension and Expulsion	
The Superintendent or designee shall develop administrative procedures to identify and control substance abuse in the schools which: (cont.) 4. Establish procedures for education and readmission to school of students convicted of offenses involving controlled substances.	Readmission of Expelled Students Students who have been permanently expelled from the school district may apply for readmission to the district. Permanent expulsion includes being expelled to a district-operated alternative school. Temporarily expelled students need not apply for readmission for the reason that they are automatically readmitted to the district upon the expiration of the expulsion period. The Board delegates authority for all readmission decisions to the Superintendent or designee, who shall have the final decision regarding readmission. Expungement of Records of Expelled Students A student who has been permanently or temporarily expelled may apply to the district for expungement of the records of expulsion. The Board delegates authority for all decisions as to expungement of records of expelled students to the Superintendent or

	designee, who shall have the final decision regarding expungement. *Administrative Procedures for Policy 233 (p.6)*
Policy 218 - Student Conduct and Discipline / Student Code of Conduct	
The Superintendent, Office of School Safety, or designee shall immediately report required incidents and may report discretionary incidents involving possession, use or sale of controlled substances on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the Philadelphia Police Department 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. The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use**,** or sale of controlled substances as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian. In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of possession, use**,** or sale of controlled substances to the Office for Safe Schools at the Pennsylvania Department of Education.	Referral to Law Enforcement and Required Reports For reporting purposes, the term incident shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act. The Superintendent, Office of School Safety, or designee shall immediately report required incidents and may report discretionary incidents committed by students 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 Board policies. The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident as a victim or suspect immediately, or as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.

	In accordance with state law, the Superintendent shall annually, by July 31, report all new incidents to the Office for Safe Schools on the required form. *Policy 218 (p.3)*
Guidelines No student may be admitted to a program that seeks to identify and rehabilitate the potential abuser without the intelligent, voluntary and aware consent of the student and parent/guardian.	*This clause is no longer relevant because the District does not admit students to rehabilitation programs; parents/guardians have the discretion to admit their child to a rehabilitation program.*
Policy 123 - Interscholastic Athletics	
Anabolic Steroids The SRC prohibits the use of anabolic steroids by students involved in school-related athletics, except for a valid medical purpose. Body building and muscle enhancement, increasing muscle Page 4 of 5 bulk or strength, or the enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid. Students shall be made aware annually of the dangers of steroid use; that anabolic steroids are classified as controlled substances; and that their use, unauthorized possession, purchase, or sale could subject students to suspension, expulsion and/or criminal prosecution.	Anabolic Steroids The Board prohibits the use of anabolic steroids by students involved in school-related athletics, except for a valid medical purpose. Bodybuilding and muscle enhancement, increasing muscle bulk or strength, or the enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid. The Division of Athletics shall annually inform student athletes of the dangers of steroid use; that anabolic steroids are classified as controlled substances; and that their use, unauthorized possession, purchase, or sale could subject students to suspension, expulsion and/or criminal prosecution. *Administrative Procedures for Policy 123 (p.3)*

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 227

Section: 200 PUPILS

Title: Controlled Substances/Paraphernalia

Adopted: August 24, 2011

Revised: October 19, 2017

227 CONTROLLED SUBSTANCES/PARAPHERNALIA

Purpose

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

Definitions

For purposes of this policy, controlled substances shall include all:[1][2]

1. Controlled substances prohibited by federal and state laws.
2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic steroids or other substances intended to enhance physical or athletic performance.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal laws, such as but not limited to herbal incense or other products containing synthetic cannabinoids.

8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to SRC policy.[3][4]

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

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

Authority

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

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

Off-Campus Activities

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

2. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.

3. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.[15][16]

4. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.

5. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an

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

6. The conduct involves the theft or vandalism of school property.

7. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Delegation of Responsibility

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

1. Establish procedures to deal with students suspected of using, possessing, being under the influence, or distributing controlled substances in school, up to and including expulsion and referral for prosecution.[14][17][18][19][20]

2. Disseminate to students, parents/guardians**,** and staff the ~~SRC~~**Board** policy and administrative procedures governing student abuse of controlled substances.

3. Discourage use of and provide education concerning the dangers of abusing controlled substances.

4. Establish procedures for education and readmission to school of students convicted of offenses involving controlled substances.

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

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

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

Guidelines

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

Anabolic Steroids

The SRC prohibits the use of anabolic steroids by students involved in school-related athletics, except for a valid medical purpose. Body building and muscle enhancement, increasing muscle bulk or strength, or the enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid.[25]

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

Legal References:

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

26. 35 P.S. 807.2

Related Information:
24 P.S. 696
22 PA Code 403.1
35 P.S. 780-101 et seq
35 P.S. 807.1 et seq
20 U.S.C. 7114
20 U.S.C. 7161
21 U.S.C.801 et seq
34 CFR Part 300
Pol. 805 - Emergency Preparedness Philadelphia Home Rule Charter - 12-300

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 235.1
SECTION: 200 Pupils/Students
TITLE: Policy 235.1 - Student Surveys
ADOPTED: January 18, 2018
REVISED:

POLICY 235.1 - STUDENT SURVEYS

Purpose

To further the goal of partnering with families to foster stronger learning communities, this Policy sets forth the rights of parents/guardians and students with regard to student surveys and the information contained therein in conformity with federal law.

~~This policy sets forth guidelines regarding the conduct of surveys and collection and use of information for the District's educational objectives consistent with law and regulations.~~

~~Surveys conducted by outside agencies, organizations, and individuals shall be approved by the SRC, based on the Superintendent or designee recommendation, prior to administration to students.~~

Definitions

Protected Information Survey: A survey concerning one or more of the following protected areas:

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

~~Personal information~~ ~~- individually identifiable information, including a student's or parent's/guardian's first and last name; home or physical address, including street name and the name of the city or town; telephone number; student identification number; or Social Security Number.[1]~~

~~For purposes of this policy, protected information, as addressed by the Protection of Pupil Rights Amendment (PPRA), includes:[1]~~

1. ~~Political affiliations or beliefs of the student or student's parent/guardian.~~
2. ~~Mental or psychological conditions of the student or student's family.~~
3. ~~Sexual behavior or attitudes.~~
4. ~~Illegal, anti-social, self-incriminating or demeaning behavior.~~
5. ~~Critical appraisals of other individuals with whom respondents have close family relationships.~~

6. ~~Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.~~
7. ~~Religious practices, affiliations, or beliefs of the student or student's parent/guardian.~~
8. ~~Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.~~

Authority

Federal law requires that the Board of Education ("Board") maintain a policy that sets forth parent/guardian rights regarding protected information surveys administered or distributed by the School District of Philadelphia ("District") to students, as well as regarding the collection, disclosure, or use of information collected from students gleaned from those surveys. The Pennsylvania Public School Code permits the Board to enact such rules and regulations as necessary regarding surveying students. [1]

~~Surveys conducted by outside agencies, organizations, and individuals shall be reviewed and approved or denied by the School District of Philadelphia's Office of Evaluation, Research and Accountability Research Review Committee.~~

~~All surveys and instruments used to collect information from students shall relate to the District's educational objectives.[2]~~

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of Evaluation, Research & Accountability, to develop Administrative Procedures regarding the administration and dissemination of surveys to students that set forth, at a minimum, the following regarding protected information surveys:

1. **The procedures for obtaining consent;**
2. **The right of parents/guardians to receive notice and opt out of having a survey administered to a student; and**
3. **The right of parents/guardians to inspect the survey, instruments used to collect personal information from students, and the curriculum.[2]**

All surveys involving collection and use of information for the District shall be consistent with the educational objectives of the District and be consistent with law and regulations.

Surveys conducted by outside agencies, organizations, and individuals shall be approved by the Office of Evaluation, Research & Accountability prior to administration to students.

~~The Superintendent or designee shall notify parents/guardians and students of:[1]~~

1. ~~This policy and its availability.~~
2. ~~The specific or approximate dates during the school year when activities described above are scheduled, or expected to be scheduled.~~
3. ~~How to opt out of participation in activities as provided in this policy.~~

4. ~~How to request access to any survey or other material described in this policy.~~

~~This notification shall be given at least annually, at the beginning of each school year, and within a reasonable time after any substantive changes regarding the contents of this policy.~~

~~The Superintendent or designee shall establish administrative procedures for protecting student identity and privacy in the administration of protected information surveys and the collection, disclosure or use of personal information for marketing, sales or other distribution purposes.~~

Mandatory Regulatory Procedures:

The collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling, or otherwise providing information to others for that purpose is prohibited. However, this does not apply to information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or schools, such as:

- **College or other postsecondary education recruitment, or military recruitment;**
- **Book clubs, magazines, and programs providing access to low-cost literacy products;**
- **Curriculum and instructional materials used by elementary and secondary schools; and**
- **Student recognition programs.[3]**

~~U.S. Department of Education Funded Surveys~~

~~No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, to submit to a survey, analysis, or evaluation that reveals protected information without written parental consent for students under eighteen (18) years of age or written consent of emancipated students or those over eighteen (18) years of age.[1]~~

~~All instructional materials, including teachers' manuals, films, tapes, or other supplementary material, that will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be made available upon request for inspection by the parent(s)/guardian(s) of the student.[1][3]~~

~~Surveys Funded by Other Sources~~

Parents/Guardians shall be informed of the nature and scope of individual surveys and their relationship to the educational program of their child and the parent's/guardian's right to inspect, upon request, a survey created by a third party prior to administration or distribution to a student. Such requests shall be in writing and submitted to the Research Review Committee.~~[2][1]~~**[3][4]**

Parents/Guardians shall be informed of their right to have their child excluded from any surveys.**[3]**[4]~~[2][1]~~

Collection of Information for Marketing, Sales, or Other Distribution Purposes

The District shall not disclose personal or protected information for the purpose of marketing, selling, or otherwise providing information to third parties for that purpose unless required by law.

~~The district shall notify parents/guardians of any activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling, or otherwise providing the information to others for that purpose.[1]~~

~~The parent/guardian has the right to inspect the instrument used in collection of personal information for the purpose of marketing or selling that information and opt out of participating in any activity that results in the collection, disclosure, or use of personal information for purposes of marketing or selling that information.[1]~~

~~This provision 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, such as the following: recruiters, book clubs, curriculum and instructional materials used by schools, sale by students of products or services to raise funds for school-related or education-related activities, or student recognition programs.[1]~~

Privacy

The District shall implement **Administrative P**rocedures to protect student identity and privacy in the context of surveys~~when a survey containing one or more of the items listed under protected information is administered or distributed to a student and in the event of the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.[1]~~**[3]**

~~Student and Parent/Guardian Rights~~

~~Under federal law, the rights provided to parents/guardians under this policy transfer to the student when the student turns eighteen (18) years old or is an emancipated minor. These rights do not transfer under state law; therefore, parents/guardians retain their rights to receive notice and to inspect.[4][2][1]~~

Legal References:

1. **510 PA Code**
2. **Policy 105.1 - Curriculum Review by Parents-Guardians and Students**
3. 20 U.S.C. 1232h
4. 22 PA Code 12.41
5. ~~Pol. 105.1~~

Administrative Procedures:

Administrative Procedures for Student Surveys
(Attachment for Policy No. 235.1)

Purpose

The purpose of these Administrative Procedures is to inform parents/guardians and students of their rights with regard to student surveys and the information contained therein and to provide an overview of how the Office of Evaluation, Research & Accountability effectuates Policy 235.1- Student Surveys.

Definitions

Protected Information Survey: A survey concerning one or more of the following protected areas:

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

Personal information: Individually identifiable information, including a student's or parent's/guardian's first and last name; home or physical address, including street name and the name of the city or town; telephone number; student identification number; or Social Security Number.[1]

For purposes of this policy, protected information, as addressed by the Protection of Pupil Rights Amendment (PPRA), includes:

1. Political affiliations or beliefs of the student or student's parent/guardian.

2. Mental or psychological conditions of the student or student's family.

3. Sexual behavior or attitudes.

4. Illegal, anti-social, self-incriminating or demeaning behavior.

5. Critical appraisals of other individuals with whom respondents have close family relationships.

6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.

7. Religious practices, affiliations, or beliefs of the student or student's parent/guardian.

8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

Procedures

These Administrative Procedures provide guidance about three types of surveys: 1) District-administered surveys, 2) school-based administered surveys, and 3) surveys for research purposes.

District-Administered Surveys

District-Administered Surveys are administered District-wide or through a program office or department and do not contain protected information. Examples of these types of surveys include the Student Well Being Survey, the Listening and Learning survey, the academic calendar survey, the bell schedule survey, and the budget priorities survey. Because these surveys are not protected information surveys, no notice or parent/guardian consent is required. All surveys are voluntary, and a student participating in the survey indicates their consent to participate in the survey.

All surveys should include information about how the results will be shared, how individual student responses will be kept confidential, how the responses will be used, and where/when to find a summary of the results of the survey. Student surveys and related information should be translated into student and parent/guardian preferred language in accordance with Board Policy.[2]

School-Based Administered Surveys

School-based Administered Surveys are administered to students by school leaders or school staff to get feedback from students (not for research purposes) and should not include questions that would solicit protected information from students. If you are a school leader or school staff seeking to administer a school-based survey that does solicit protected information from students, please contact the Office of Evaluation, Research & Accountability. Examples of these types of surveys include principal-developed surveys about the topic of the spring school musical, teacher surveys about students interests, and student-developed surveys (with approval/sponsorship from school staff) about the location of the senior class trip. Because these surveys are not protected information surveys, no notice or parent/guardian consent is required. All surveys are voluntary, and a student participating in the survey indicates their consent to participate in the survey.

Surveys for Research

Surveys may be administered for research purposes by District research staff or by researchers external to the District (with a signed approval letter from the Research Review Committee [RRC]).

- ***Internal surveys:*** Surveys conducted by District research staff are conducted by the Office of Research and Evaluation or with the knowledge/coordination with the Office of Research and Evaluation. Examples of these types of surveys include the Philly School Experience Survey (formerly known as the Philly School Experience Survey (formerly known as the District-Wide Survey), the summer school feedback survey, and *ad hoc* surveys of students for educational program evaluations.

- ***External surveys:*** Surveys conducted by external researchers (this includes District staff who are completing research projects for masters or dissertation projects) must be approved by the RRC. Examples of these types of surveys include Federally-funded surveys like the Youth Risk Behavior Surveillance System (YRBSS), the School Survey on Crime and Safety, and the High School & Beyond Survey; program evaluation surveys conducted by research organizations; and surveys of students related to dissertation studies. The RRC has detailed requirements and procedures including information about parent consent and student assent to participate in surveys. When surveys contain protected information, parents/guardians have the right to review the content of the surveys and opt-out of student participation in the survey. Parent/guardians may contact the research team (via the contact information sent home specific to the research project) or may contact the RRC at researchreview@philasd.org to review the content of an approved external survey. Both the parent/guardian and student must agree for the student to participate, otherwise, the student does not participate in the survey. All surveys are voluntary.

Privacy

Responses to survey questions are always kept private and protected. Surveys may be administered anonymously (meaning that there is no way to identify the respondent) or confidentially (meaning that the identity of the survey respondent is known, but the information is kept secure). To further protect confidentiality, responses to survey data are combined, aggregated, and/or de-identified, so that individuals can never be identified from their responses.

The District will only share de-identified student level survey responses with researchers who have a bonafide research purpose and express agreement with the District. The District will not share individual student-level data of any kind with the public.

Maintenance Schedule

These Administrative Procedures shall be reviewed upon review of the Policy, or upon the occurrence of a triggering event.

Notice about this Policy and Administrative Procedures will be provided to parents with other materials at the beginning of each school year.

Legal References:

1. 20 U.S.C. 1232h
2. Policy 139 - Supporting Language Accessibility for Parents and Guardians Whose Primary Language is Not English

Related Information:

SDP Internal Survey Best Practices Checklist
The purpose of this checklist is to provide guidance to internal SDP staff who are creating surveys to collect feedback for non-research purposes. For staff who are considering surveys for purposes of your master's thesis or doctoral dissertation work, please see here for additional information.

Survey Best Practices Checklist (Forthcoming link on ERA website)
The purpose of this checklist is to provide guidance to District partners who are creating surveys to collect feedback for progress monitoring purposes. All surveys conducted by external parties must be reviewed and approved by the RRC before administration. Please see here for additional information.

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 237
SECTION: 200 Pupils/Students
TITLE: Policy 237 - Student Use of Electronic Devices
ADOPTED: August 21, 2014
REVISED: October 19, 2017

POLICY 237 - STUDENT USE OF ELECTRONIC DEVICES

Purpose

The ~~School Reform Commission (SRC)~~**Board of Education ("Board")** adopts this policy to contribute toward the maintenance of an educational environment that is safe**, welcoming,** and secure for **School** ~~d~~**D**istrict **of Philadelphia ("District")** students and employees. Further, the ~~SRC~~**Board** recognizes that certain electronic devices can be used for educational purposes.

Definitions

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

Computing device: Includes but is not limited to any laptop computer, desktop computer, Chromebook, tablet/iPad, or similar technology equipment that is designed for end-user personal computing, information processing or information consumption.

Wearable device: Any technology that is designed to be used while worn on a person's body. This includes but is not limited to smartwatches, fitness trackers, Bluetooth headphones, and VR headsets.

Authority

As required by the Pennsylvania Public School Code, the Board shall adopt and post on its public website a policy regarding use of electronic devices. [1]

~~The SRC requires this policy to be posted on the district's publicly accessible website.~~

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

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of Student Support Services and other collaborating offices, to develop Administrative Procedures that outline acceptable use of electronic devices that are consistent with the Student Code of Conduct, the Acceptable Use Policy, or as designated in an individualized education program (IEP) or 504 Plan. [2][3][4][5]

The Superintendent or their designee, through the Office of Information Technology, shall provide filtered Internet access for educational purposes for student use in accordance with the Children's Internet Protection Act and the Acceptable Use Policy. [5]

~~The Superintendent or designee shall annually notify students, parents/guardians, and employees about this~~

~~policy and its availability on the district's website.[1]~~

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

Mandatory Regulatory Procedures:

As a general rule, District students should not use personal computing devices for educational purposes while inside District buildings and should instead use their District-issued computing device. A personal computing device includes any computing device that was not purchased or issued by the School District of Philadelphia.

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

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

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

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

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

Unauthorized Use of Electronic Devices

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

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

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

Off-Campus Activities

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

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from

school-sponsored activities, whether or not via ~~school d~~**D**istrict furnished transportation.

2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.[7][8]

3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.

4. The conduct has a direct ~~nexus~~**connection** to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the **Student** Code of ~~Student~~ Conduct if conducted in school.

5. The conduct involves the theft or vandalism of school property.

6. There is otherwise a ~~nexus~~**connection** between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Violations of this policy by a student may result in disciplinary action and may result in confiscation of the electronic device.[4][9][10]

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

Legal References:

1. 24 P.S. 510.2
2. 24 P.S. 510
3. Pol~~.~~**icy** 113 - Special Education
4. Pol~~.~~**icy** 218 - Student Conduct and Discipline
5. Pol~~.~~**icy** 815 - Acceptable Use of Internet, Technology and Network Resources
6. ~~24 P.S. 1317.1~~
7. Pol~~.~~**icy** 122 - Extracurricular Activities
8. Pol~~.~~**icy** 123 - Interscholastic Athletics
9. Pol~~.~~**icy** 226 - Searches
10. Pol~~.~~**icy** 233 - Suspension and Expulsion

Related Information:

~~Philadelphia Home Rule Charter - 12-300~~

Administrative Procedures:

THE SCHOOL DISTRICT OF PHILADELPHIA

Effective:

Administrative Procedures for Student Use of Electronic Devices
(Attachment for Policy No. 237)

Purpose

The purpose of these Administrative Procedures is to guide students, staff, and families regarding appropriate uses of electronic devices by students, consistent with the Student Code of Conduct, the Acceptable Use Policy, or as designated in an individualized education program (IEP) or 504 Plan. These Administrative Procedures also provide guidance to school leaders for creating school-specific protocols for student use of cell phones and wearable devices.

Definitions

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

Computing device: Includes but is not limited to any laptop computer, desktop computer, Chromebook, tablet/iPad, or similar technology equipment that is designed for end-user personal computing, information processing or information consumption.

Wearable device: Any technology that is designed to be used while worn on a person's body. This includes but is not limited to smartwatches, fitness trackers, Bluetooth headphones, and VR headsets.

Procedures

As a general rule, District students **should not use personal computing devices** for educational purposes while inside District buildings and should instead use their District-issued computing device. A personal computing device includes any computing device that was not purchased or issued by the School District of Philadelphia.

All use of District-issued devices and networks shall be in conformity with Policy 815 - Acceptable Use of Internet, Technology, and Network Resources. Any District staff member can submit a request to unblock an internet resource (website, application, browser extension) via the Internet Filtering Exception Request application found in the Employee Portal. Most requests must be evaluated by a school or department administrator before being reviewed by the Office of Information Technology. Staff members are encouraged to discuss requests with their administrator(s) prior to submission.

When using any computing device, cell phone, or wearable device, students are expected to adhere to the Student Code of Conduct, if applicable. If any individual desires to make a complaint, please refer to Policy 219 - Student Complaints and Policy 906 - Addressing Student and Constituent Concerns.

School-Specific Protocols for Student Use of Cell Phones and Wearable Devices

Each school shall create their own protocols that set rules for student use of cell phones and wearable devices. Schools may create protocols that designate areas within the school and times of day where student use of cell phones or wearable devices is permitted, among other rules for student use of cell phones or wearable devices during school hours. Notwithstanding any such designation, any school community may suspend such an allowance.

Guidance for creating school-level protocols for cell phones and wearable devices includes, but is not limited to, the following:

- Decisions related to school protocols should be made in collaboration with the broader school community which includes, but is not limited to, students, school staff, parents/guardians, School Advisory Councils, and community partners.
    - Input gathered from the school community does not have to be unanimous; however, school leaders should engage in discussion with various school and community stakeholders to establish protocols that are responsive to their communities and informed by diverse perspectives.
- Protocols should take into consideration the safety concerns associated with use of cell phones and wearable devices or lack thereof (e.g., emergencies, student travel to/from school).
    - *Note:* Using phones in the event of certain emergency situations within the school building can be detrimental to student and staff safety.
- Protocols should take into consideration how student use of cell phones and wearable devices may interrupt or interfere with educational programming.
- Protocols should take into consideration the social and emotional benefits of students having access to cell phones and wearable devices (e.g., connection to friends and family, break time/relaxation, autonomy and responsibility of students).
- Protocols should take into consideration other individual student needs (e.g., services designated by a student's Individualized Educational Plan, translation needs, other requests for accommodation).
- Protocols should include information about communicating safe and responsible use of computing devices, cell phones, and wearable devices to staff, students, and parents/guardians.
    - Please see this resource from the Office of Educational Technology for consideration.
- Prior to finalizing school-level protocols, school leaders should consider the resources needed to implement decided-upon protocols (e.g., staffing, finances, time).
- Once protocols are finalized, school leaders should communicate to students, parents/guardians, staff, and the broader school community about the reasoning for the decided upon rules and their associated consequences.

At the beginning of each academic year, summer programming, and at points throughout the year, schools shall review with students, staff, and families the school's protocols, the District's Acceptable Use Policy, and practices regarding safe and responsible use of electronic devices,

the internet, and social media platforms. It is encouraged that schools provide new students with information about the District's Acceptable Use Policy upon enrollment.

Exceptions and Accommodations

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

1. Student is a member of a volunteer fire company, ambulance, or rescue squad.

2. Student has a need due to the medical condition of an immediate family member.

3. Other reasons determined appropriate by the building principal.

If a student requires access to a cell phone or wearable device as a part of their educational program, please make a request for accommodation from the Office of Diverse Learners. Use of a cell phone or wearable device by students during educational programming may and should be addressed as part of an Individualized Education Plan (IEP) and/or 504 Plan.

Disclaimer

The District shall not be liable for the loss, damage, or misuse of any cell phone or wearable device unless it is lost or damaged while it is in the custody of the District (i.e. if it has been confiscated). The District shall provide no technical support, troubleshooting, or repair for personal electronic devices.

Please use the following link to submit a claim for a lost or damaged device while in the custody of the District:
https://www.philasd.org/generalcounsel/programsservices/tortcivil-rights-litigationclaims/

Maintenance Schedule

These Administrative Procedures shall be reviewed upon review of the Policy, or upon the occurrence triggering event. Schools, students, and families will be notified when this Policy and Administrative Procedures are revised.

Related Information:

Student Code of Conduct

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 703
SECTION: 700 Property
TITLE: Policy 703 - School Cleanliness and Classroom Management
ADOPTED: April 27, 1981
REVISED: December 13, 2018

POLICY 703 - SCHOOL CLEANLINESS AND CLASSROOM MANAGEMENT

Purpose

The Board of Education **("Board")** recognizes that **clean and organized school premises foster safe, welcoming, and healthy school environments and promote better** ~~the~~ health and physical well-being of ~~the~~ students ~~of this district~~ **in the School District of Philadelphia ("District")** ~~depend in large measure upon the clean and organized classroom space of the school premises~~.

Authority

To promote the goal of creating safe, welcoming, and healthy schools, the Board directs that the District implement and establish a program of cleanliness and organization on school premises.

~~The Board directs that a program of school cleanliness and classroom management of the classroom spaces be instituted in the schools and explained periodically to all staff members.~~

~~The Board directs that standards be maintained that meet the requirements set forth by the Pennsylvania Department of Health, Department of Labor and Industry, and any local agency which has jurisdiction~~.

~~All school facilities of the district shall be regularly inspected for cleanliness and organized classroom spaces.~~

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of Facilities, to develop Administrative Procedures that guide staff on the standards of cleanliness to be maintained on school premises that meet the minimum requirements set forth by relevant federal, state, local agencies and to outline how the District monitors conditions and complies with applicable laws.[1]

Each building principal is responsible for coordinating with Office of Facilities representatives to monitor conditions on school premises to promote the comfort, health, and safety of its occupants.

~~The Superintendent shall develop and supervise a program for the cleanliness and organizational management of the school buildings, school grounds, and school equipment, pursuant to statute, rules of the State Board, and regulations of the local and State Boards of Health and the Department of Labor and Industry.~~

~~The cleanliness and organized classroom spaces of each school building shall be the responsibility of the building principal. Teachers shall be responsible for the condition of their classrooms. Principals shall inspect the facilities at least once per month, in the company of a Building Engineer, and report any conditions which may threaten the comfort, health or safety of occupants to the Superintendent and/or designee.~~

Legal References:

1. Public School Code: 24 P.S. §§ 7~~0~~-701~~, 7-740.~~
2. ~~Philadelphia Licenses and Inspections: PM-15-305.3; FC-13-315; FC-13-304.2~~

Administrative Procedures:

Policy 703 Administrative Procedures

THE SCHOOL DISTRICT OF PHILADELPHIA

Effective: December 13, 2018

Administrative Procedures for School Cleanliness and Classroom Management
(Attachment for Policy No. 703)

Purpose

The purpose of these Administrative Procedures is to effectuate Policy 703 - School Cleanliness and Classroom Management and to provide guidelines for maintaining clean and organized school premises. School Principals, Building Engineers, and Facilities Area Managers are to work in partnership to maintain clean and organized school premises and classroom spaces conducive to the safe education of School District of Philadelphia ("District') students.

Procedures

A. Shared Responsibility~~Ownership~~

a. The **responsibility**~~ownership~~ of this process is between the Principal of the building and the Operations/Facilities Department **representatives**.

B. General Guidelines

a. ~~With the assistance of t~~**T**he School Building Engineer **(BE)**~~, the school Principal~~ will coordinate **weekly**~~monthly~~ inspections of the facility and document the visit in the **Site Specific Facility Management Plan (SSFMP) and the** work order management system (**Archibus**~~"MOJO"~~). **The school principal is encouraged to participate in these inspections so that they may identify their concerns. For information about the process for addressing work orders, see Board Policy 704 - Maintenance.**

b. **Building Engineers are to follow up with** principals~~ are to follow up with the Building Engineer~~ **to record any and all issues reviewed during the inspection**~~ensure any and all deficiencies are correctly documented. Building Engineer will be required to document the inspection~~ **in the SSFMP and**, **if applicable, the Archibus** ~~with the MOJO~~ system as a work order.

c. **The Facility Area Manager (FAM) shall invite the principal and the principal** ~~Quarterly the Principal must include the Facilities Area Coordinator to the~~ **shall attend** school inspections **at least once per month**.

~~i. Quarterly Inspections will occur:~~

~~1. prior to school open August through September,~~
~~2. October through November,~~
~~3. March through April, and~~
~~4. The school closing in the months of May through June.~~

ii. Contact information for a school's **FAM**~~Facilities Area Coordinator~~ can be found on the Facilities **Manager Assignment** ~~Web Site~~ or by calling the the **Operations/Facilities Department** ~~situation desk~~ at 215-400-**5721**~~5021 the Operations/Facilities Department Administration~~.

d. The **FAM**~~Facilities Area Coordinator~~ will document the **monthly**~~quarterly~~ inspection with a report to Operations Administration and provide a copy to the school principal.
e. **The principal and FAM must reference the Facilities Management Cleaning Guidelines for guidance and structure. A link to these Guidelines can be found on the Facilities Website: Facilities Management Cleaning Guidelines**
f. All cleanliness concerns documented in the inspection will be the responsibility of the **FAM to address**~~Facilities Area Coordinator for corrective actions~~.
~~g. The Principal and Facilities Area Coordinator must reference the Facilities Management Cleaning Guidelines for guidance and structure. A link to these Guidelines can be found on the Facilities Website. Facilities Management Cleaning Guidelines~~
~~h. All classroom organization concerns documented in the inspections will be the responsibility of the Principal for corrective actions with the Teaching Staff.~~
~~i. This is a shared partnership with the School Principal, Building Engineer, and Facilities Area Coordinator to work in tangent to maintain a clean facility with clean and organized classroom spaces conducive to the safe education of child.~~

C. Guidelines for Teachers

a. There is no expectation or requirement that teachers pay out-of-pocket for cleaning supplies. Due to the chemical nature of some cleaning products, cleaning products and supplies should only be handled by custodial staff or should not be used in classrooms at all unless it is appropriate for that use (as determined by custodial staff).
b. Teachers are expected to rely on custodial staff to clean classrooms in line with the Facilities Management Cleaning Guidelines. Teachers are responsible for keeping classrooms orderly, organized, and free of clutter to effectuate efficient cleaning by custodial staff.
i. Cleaning appliances or inaccessible areas in schools and classrooms are to be handled by Operational Staff ONLY. Please forward unaddressed requests to the building principal to discuss during walkthroughs.
c. During weekly and monthly inspections, the FAM or the BE will document any and all concerns regarding cleanliness, clutter, and/or organization of classrooms or the building premises that prevent Facilities and custodial staff from properly maintaining the facility. These concerns will be addressed by the principal and the appropriate teacher(s) or other school staff member(s).

D. Vacancies of Facilities and Custodial Staff

a. Absences and vacancies of facilities and custodial staff at the school-level are addressed in accordance with the collective bargaining agreement with 32BJ SEIU. For any questions regarding absences and vacancies, please contact the FAM for a given school or building.

Maintenance Schedule

These Administrative Procedures shall be reviewed upon review of the Policy, or upon the occurrence of a triggering event.

Related Information:

Policy 704 - Maintenance
Policy 705 - Safety
Policy 708 - Environmental Management

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 712
SECTION: 700 Property
TITLE: Policy 712 - Naming of School District Properties
ADOPTED: February 22, 1994
REVISED: April 6, 2017

POLICY 712 - NAMING OF SCHOOL DISTRICT PROPERTIES

Purpose

The Board of Education **("Board")** recognizes **that school names are important aspects of welcoming learning environments and are a reflection of the collective values of the school, its community, and** the ~~desire of students, graduates, staff, parents, and community to honor distinguished citizens by naming~~ School District **of Philadelphia ("District")** ~~properties in their memory. This~~ **The purpose of this P**policy **is to** provide~~s~~ **a process and** guidelines for **naming or renaming District properties, portions of properties, and educational programs with these goals in mind** ~~such action~~.

Authority

The Pennsylvania Public School Code permits the Board to adopt and enforce such reasonable rules and regulations as it may deem necessary and proper, regarding the naming or renaming of its properties, portions of properties, and educational programs.[1]

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Deputy Superintendent of Academic Services, to maintain Administrative Procedures that provide guidelines and criteria for naming or renaming District properties, portion of properties, and educational programs that includes a formal process for obtaining and implementing school community input.

The District shall not use any name or phrase in connection with District properties without complying with law.

~~**Guidelines**~~

~~*Buildings*~~

1. ~~No building shall be named for a living person.~~
2. ~~The Superintendent shall review all requests for the naming or renaming of a school building and make recommendations to the Board of Education "School Naming" Committee.~~
3. ~~These recommendations shall be supported by evidence of effort to 1) inform students, staff, parents, graduates and community of the property involved and 2) obtain their opinion of the desirability of the recommendation.~~
4. ~~The Committee shall review the recommendations of the Superintendent and make its selection known to the Board of Education for final decision.~~

~~*Portions of Buildings*~~

1. ~~The Honoree may be living.~~
2. ~~Requests for naming or renaming such facilities as classrooms, libraries, laboratories, auditoriums, and gymnasiums shall have the endorsement of the Principal who shall present evidence of such factors as the honoree's contribution to education, exemplary character, and the effect of the naming upon school and community.~~
3. ~~The Principal shall submit the request with appropriate rationale to the Regional Superintendent who, if in agreement, shall submit the request to the Superintendent.~~
4. ~~The Superintendent, if in agreement with the request of the Regional Superintendent, shall submit a resolution to the Board of Education for final approval.~~

Legal References:

1. ~~Board of Education By-laws Handbook 1906-07 P. 154~~
1. **24 P.S. § 5-510.**

Administrative Procedures:

Policy 712 Administrative Procedures

THE SCHOOL DISTRICT OF PHILADELPHIA

Effective: January 26, 2021

Administrative Procedures for Naming of School District Properties
(Attachment for Policy No. 712)

Purpose

The purpose of these ~~a~~**A**dministrative ~~p~~**P**rocedures is to set forth guidelines for the implementation of the requirements in Policy 712 - Naming of School District Properties in order to **support school names within the** ~~ensure~~ School District of Philadelphia ("District") **that honor the legacy of school communities, cultivate a sense of pride in a school's history and traditions, and encourage that all students, staff, and families feel respected and valued. The District recognizes that school names are an important aspect of learning environments and are a reflection of the collective values of the school, its community and the entire District** ~~school names serve to identify the school community, honor and/or establish a legacy, and develop a sense of pride in the traditions of Philadelphia~~.

Definitions

New schools: School**s or** programs that open with a new school identification number at an existing building or new school site.

Legacy school name: The name of a **District school** ~~Renaissance Charter School~~ prior to **becoming a Renaissance Charter School or prior to a building being occupied by a charter school** ~~Charter Management Organization ("CMO") governance~~**.**

Full Name Change: Schools or programs that retain their school identification number but change the official name of the school.

Name Amendment: Schools or programs that make an addition or amendment to their current school name.

District School Naming Committee: A working group of District staff tasked with reviewing and providing feedback on school name requests and proposals and supporting schools through the name change process. Staff are nominated to represent their area of expertise by office leadership. Offices represented include Family and Community Engagement, General Council, Superintendent's Office, Operations, Government Relations, Academics, Communications, and additional offices as needed.

Naming or Dedicating Portions of Properties: A section of a school property that may include, but is not limited to, classrooms, libraries, laboratories, auditoriums, and gymnasiums.

Procedures

The process for naming new schools or renaming existing schools begins with a formal School Name Request. School Name Requests must be received no later than ~~November~~**June** 30 each year in order to allow for review, community engagement, and approval to occur with the goal of

submitting a name change to the state by July 30 **of the following year**. School Name Requests received after ~~November~~**June** 30 would be considered for the following ~~school year~~**cycle**.

The naming and renaming process consists of five~~four~~ phases: 1) School Name Request Submission, 2) Review, 3) Community Engagement, 4) Approval**, 5) Name Transition**

Renaissance charter schools that return to District governance will be given their legacy school name. These procedures do not apply in that situation.

Naming Criteria

New s~~S~~chool names must meet the following criteria:

1. **All school names must comply with the following criteria:**
    a. **The name must not be in use by another District of school facility**
    b. **The name must align with the mission, vision and equity commitments of the District and the school community**
    c. **The name must not have a religious affiliation**
    d. **The school name considers the diverse community the school serves**
    e. **The District must be able to obtain necessary permission free of charge**
2. **All naming based on a specific individual must comply with the following requirements:**
    a. The individual must not be a living person~~, and~~
    b. The individual must have been deceased for at least ~~two~~**five** (~~25~~) years~~.~~
3. **In determining whether to name a school after an individual, the District will consider whether:**
    ~~a. The name will lend prestige and status to an institution of learning;~~
    b. The individual played a critical role or contributed to society in ways that supported the success and well-being of the individuals who live in Philadelphia, the Commonwealth of Pennsylvania, or the United States, now and in the future; and
    c. The individual's **values and beliefs align with the mission, vision and equity commitments of the District and the school community** ~~key activity, advocacy, or accomplishment for which they are most well known aligns with or reflects the District's mission, vision, and core values~~.
4. **In determining whether to name a school after a geographical location, the District will place emphasis on:**
    a. Names of a place or places that are in the neighboring community, Philadelphia, or Pennsylvania;~~ and~~
    b. Landmarks or places that have historic or geographic significance to the Philadelphia community's history and the school site**; and**~~.~~
    c. **The geographical location's description aligns with the mission, vision, and equity commitments of the District and the school community.**
5. **If the school name is not an individual or geographical location, the District will consider whether:**

a. The school name articulates the aspirations of the educational outcomes for District students in alignment with the District's mission, vision, and core values; **and**
b. The school name reflects the instructional focus of the school and this instructional focus is embedded in the school's systems, structures, and organizational culture now and in the future~~.; and~~
~~c. The school name considers the diverse community it serves.~~

~~The full name must not already be in use by another District school or facility.~~

Names of portions of buildings must meet the Following Criteria:

1. **If named after an individual:**
    a. **The individual may be living**
    b. **The individual's values and beliefs align with the mission, vision and equity commitments of the District and the school community**
2. **If not named after an individual:**
    a. **The name must align with the mission, vision and equity commitments of the District and the school community**

For individuals deceased in the last 10 years, the wishes of the individual's next of kin shall be **respected**~~taken into consideration.~~ The **school shall**~~District will make reasonable efforts to~~ locate the next of kin and **obtain the permission**~~consider the perspective~~ of the **necessary legal representative**~~family~~ before approving any official school name of a person. The use of the name must either be (i) an authorized use under the State law of the State where the deceased was domiciled at the time of the individual's death; or (ii) approved by the estate of the deceased. **Please reach out to the Office of General Counsel for assistance, if needed.**

Naming Timelines

Naming New Schools

Timeline	*Action*
School Name Request Submission ***June****~~November~~**	A request to name a new school is submitted by the ~~Schools Office~~**Deputy Superintendent of Academic Services or their designee** using the School Name Request form no later than **June**~~November~~ 30.
School Name Request Review ***July****~~December~~*	The District School Naming Committee ~~(including but not limited to representatives of Office of Schools, Office of Operations, Offices of Student Support Services, Office of the Superintendent)~~ reviews School Name Requests annually in **July**~~December~~ and provides written approval or non-approval by the end of **August**~~January~~. The District School Naming Committee provides written consent and approval of School Name Request to begin community engagement.

Community Engagement ***August~~January~~ -*** *March*	Engaging the school community to gather feedback and input on the new school name is essential to proposing a name that is representative of the school community's demographics, history, values, and interests. The community engagement window lasts from **August~~January~~** through March, during which approved requests are considered publicly among stakeholders. Details and guidance on the community engagement process are below.
School Name Proposal Submission and Review *April*	New school name(s) is submitted using the School Name Proposal form no later than April **30~~15~~**. The District School Naming Committee will review School Name Proposals and, if necessary, provide feedback in support of a strengthened final proposal.
School Name Approval *May*	Final drafts of proposals will be submitted to the Superintendent for review along with a timeline for implementation developed by the Office of Operations. The Superintendent shall have the final decision on any new school name recommendations to the Board of Education and may reject any proposal that failed to meet requirements. Recommendations to the Board of Education are made by the Superintendent no later than May 15.
Board Approval *June*	Recommendations on new school names made by the Superintendent are submitted to the Board of Education for final approval and adoption. The Board of Education may choose to hold a separate hearing and vote on the new school name, which may be part of its regularly scheduled monthly action meeting, or the Board may choose to include the name change as part of the annual school reconfiguration vote that is normally heard at the June Board action meeting for submission to the State Department of Education in July. Note, approval may occur earlier if the Superintendent makes recommendations to the Board of Education earlier than May.
Submission to PDE *July*	~~The o~~**O**fficial school file ~~is~~ submitted to PDE containing name changes.
School Name Transition ***August - June***	**A name change transition year will allow for successful implementation of the name and adequate time for cost analysis, budget planning, and preparation.**

*Note: The timeline must start no later than **one year**~~the November~~ prior to the school's opening (unless pursuing the expedited timeline).

*Renaming Existing Schools **(Full or Amended Name Change)***

Renaming of existing schools should be a school community initiated change. However, the District School Naming Committee may recommend a school name change to school leadership based on misalignment of the current name with District values, mission and equity commitments. A recommendation from the District School Naming Committee does not mandate a name change.

Timeline	*Action*
School Name Request Submission ***June~~November~~****	A School Name Request form must be submitted to the ~~Office of Schools~~**Deputy Superintendent of Academic Services or their designee** on or before **June~~November~~** 30th. School Name Request forms may be submitted by the following: ● a District employee; ● a principal, teacher, or staff member of the school; or ● a parent, guardian, or family member **or student** of the school community. **The School Name Request must have the endorsement of the School Principal and Assistant Superintendent. It is recommended that the school survey the community to assess support for a school name change prior to the submission of the name request form.** **For full name changes, the request must assert why a school name change is necessary independent of any proposed new names.** School Name Request submissions after **June~~November~~** 30th will be received by the District but considered for review the following school year.
School Name Request Review ***July~~December~~***	The District School Naming Committee ~~(including but not limited to representatives of Office of Schools, Office of Operations, Offices of Student Support Services, Office of the Superintendent)~~ reviews School Name Requests annually in **July~~December~~** and provides written approval or non-approval by the end of **August~~January~~**. A cost analysis of a name change is conducted. The District School Naming Committee provides written consent and approval of School Name Request to begin community engagement.
Community Engagement ***August~~January~~ - March***	Engaging the school community to gather feedback and input on the new school name is essential to proposing a name that is representative of the school community's demographics, history, values, and interests. The community engagement window lasts from **August~~January~~** through March, during which approved requests are considered publicly among stakeholders. Details and guidance on the community engagement process are below.
School Name Proposal Submission and Review *April*	New school name(s) is submitted using the School Name Proposal form no later than April **30~~15~~**. The District School Naming Committee will review School Name Proposals and, if necessary, provide feedback in support of a strengthened final proposal.
School Name Approval	Final drafts of proposals will be submitted to the Superintendent for review along with a timeline for implementation developed by the Office of

May	Operations. The Superintendent shall have the final decision on any new school name recommendations to the Board of Education and may reject any proposal that failed to meet requirements. Recommendations to the Board of Education are made by the Superintendent no later than May 15.
Board Approval *June*	Recommendations on new school names made by the Superintendent are submitted to the Board of Education for final approval and adoption. The Board of Education may choose to hold a separate hearing and vote on the new school name, which may be part of its regularly scheduled monthly action meeting, or the Board may choose to include the name change as part of the annual school reconfiguration vote that is normally heard at the June Board action meeting for submission to the State Department of Education in July. Note, approval may occur earlier if the Superintendent makes recommendations to the Board of Education earlier than May.
Submission to PDE ***July***	**Official school file submitted to PDE containing name changes.**
Transition Year *July - June*	A name change transition year will allow for successful implementation of the name and adequate time for cost analysis, budget planning, and preparation. The transition year will allow for physical name changes to take place, schools to plan for and allocate relevant funding in their budgets, and for other relevant updates to occur.
~~Submission to PDE~~ ~~*July*~~	~~Official school file submitted to PDE containing name changes.~~

Note: The timeline outlined above is over two school years.

Expedited New Name and Renaming Schools Timeline

In the case where **naming** a new school ~~name~~ **or renaming an existing school** is needed on an expedited timeline, the naming process will follow the timeline below. In this scenario, a new school name will follow the same expectations as outlined in these Administrative Procedures with two key differences.

First, the School Name Request must be submitted with an addendum that explains why an expedited timeline is being requested. The **Deputy Superintendent of Academic Services or their desginee**~~Chief of Schools~~, Chief of Operations, and Office of the Superintendent will determine if the expedited request is reasonable and justified.

Second, the expedited timeline establishes an accelerated review and approval process to occur within one school year. This allows for a new school name to be implemented in the following year.

Timeline	*Action*
School Name Request Submission *Rolling submission*	A request to name or rename a school is submitted using the School Name Request form with an addendum for why the expedited name change is needed. **School Name Request forms may be submitted by the following:** • **a District employee;** • **a principal, teacher, or staff member of the school; or a parent, guardian, or family member or student of the school community**.
School Name Request Review *Minimum of **1 month**~~2 weeks~~*	The District School Naming Committee ~~(including but not limited to representatives of Office of Schools, Office of Operations, Offices of Student Support Services, Office of the Superintendent)~~ reviews School Name Requests. A cost analysis is conducted. The District School Naming Committee provides written approval of School Name Request.
Community Engagement *Minimum of 2 months*	Approved requests begin community engagement. A new school name using the School Name Proposal form is submitted to the Superintendent for final review.
School Name Approval *Minimum of 5 weeks*	A final decision on the school name recommendation is made by the Superintendent. An action item for the school name is prepared and submitted to the Board of Education.
Board Approval *Action Meetings occur one time per month*	Approval provided by the Board of Education during the Action Meeting.
Submission to BOE *July*	Official school file submitted to PDE containing name change.
Transition ***6 months***	**Once approved, the school community works with members of the District Naming Committee on signage, education campaigns, and any necessary rebranding efforts.**

Note: The timeline outlined above is over one school year and ranges from **4**~~3.5~~ to **7**~~6.5~~ months.

Renaming Portion of a Property

Timeline	***Action***
Portion of Property Request Submission ***Rolling Submission***	**A request to name or rename a portion of a school property such as classrooms, libraries, laboratories, auditoriums, and gymnasiums should be submitted using the School Name Request form. The request must have the endorsement of the Principal. School Name Request forms may be submitted by the following:**

	• **a District employee;** • **a principal, teacher, or staff member of the school; or** • **a parent, guardian, or family member or student of the school community.**
School Name Request Review ***Minimum of 1 month***	**The District School Naming Committee evaluates the portion of property request against the naming criteria. A cost analysis is conducted. The District School Naming Committee provides written approval of portion of property request.**
Community Engagement ***Minimum of 2 months***	**Approved requests begin community engagement (please see requirements below). A new name for the portion of the property is submitted using the School Name Proposal form to the District Naming Committee for final review.**
Portion of Property Name Approval ***Minimum of 4 weeks***	**A final decision on the portion of property recommendation is made by the Superintendent or their designee.**
Transition ***Minimum of 6 months***	**Once approved, the school community works with members of the District Naming Committee on signage, education campaigns, and any necessary rebranding efforts.**

Note: The timeline outlined above is over one school year and ranges from 4 to 7 months.

Community Engagement Requirements

Any new school name or renaming of a school shall include a community engagement process before the final action on an official school name is completed. The community engagement process must include the requirements outlined in this section with the goal of 1) informing students, staff, parents, graduates/alumni and community of the **process and opportunities that exist for them to be** ~~property~~ involved**,** ~~and~~ 2) **gathering their ideas for, and rationale behind, potential new names, and 3)** obtaining their **vote on the new name of the school** ~~opinion of the desirability of the recommendation~~. Information and artifacts produced as a result of the engagement process are submitted to the District School Naming Committee and Superintendent. Please refer to the Community Engagement Checklist to ensure the minimum requirements have been met.

Engagement Requirements for New School Names and Full Name Changes

The following requirements and deliverables must be met as a result of the community engagement process **for names of new schools or full name changes of existing schools**.

1. **Provide letters of support from the Assistant Superintendent and Principal.**
2. ~~**Hold, at minimum, one meeting with the School Advisory Council ("SAC") and one open community meeting.**~~ **Form a School Naming Council which must meet a minimum of three times. The School Naming Council should include members of**

the School Advisory Council (or equivalent parent/family leadership group) but must be its own entity. The school naming council must include at least one student representative. It is recommended that the School Naming Council also include school staff, family members, community members, and leaders from neighborhood community organizations. The principal and **School Naming Council**~~SAC~~ will be held accountable for the procedures outlined in sections **a) through c) below**~~i and ii~~ and must present convincing evidence that **all community engagement requirements**~~the following steps~~ were completed. ~~Holding multiple meeting dates and times are highly encouraged in order to meet the needs of all families and community members. Meetings may be held on the same date as another school event for convenience, but the meeting must be separate and all notices of the meeting must be related to the discussion of the name change. All meetings should be held at the school whenever possible. If a meeting cannot be held at the school, then the location of the meeting must be within the immediate vicinity of the school and accessible by public transportation.~~**All School Naming Council Meetings and calls to action must be documented with the following:**

- **a.** ~~**Meeting with that SAC -** If the SAC does not exist, the principal must meet with a group of various students, teachers, leaders, parents, and community members to gather input. For the purpose of the name change process, this group will be called the "School Naming Council." The following must be provided:~~
  - ~~i. The date, time, and sign-in sheet for the meeting~~
  - ~~ii. Description of how, when, and where students, teachers, parents and/or community members were notified that the school name change would be discussed at the meeting~~
  - ~~iii. A copy of the notices posted~~
  - ~~iv. A copy of the letter sent home with students~~
  - ~~v. A copy of the agenda that allows for presentation of the name and discussion and feedback from attendees~~
- **b.** ~~**Open community meeting.** The following must be provided:~~
  - ~~i. The date, time, and sign-in sheet for the meeting~~
  - ~~ii. Description of how, when, and where students, teachers, parents, alumni, and/or community members were notified that the school name change would be discussed at the meeting. (At a minimum, families and the community must be notified about the suggested name change and open community meeting by robocall, text alert, and email alert; school-based social media if available; school website; backpack mail; and palm cards and/or flyers.)~~
  - ~~iii. A copy of the notices posted~~
  - ~~iv. A copy of letters sent~~
  - ~~v. A copy of the agenda that allows for~~
    - ~~1. presentation of the name and discussion and feedback from attendees and~~
    - ~~2. information regarding the school name change survey and when responses are due~~
  - ~~vi. A copy of the meeting presentation (if applicable)~~
- **c. The date, time, and sign-in sheet for the meeting**

   d. **Description of how, where, and where members for the committee where recruited**
      i. **A copy of the notices and letters posted and sent home**
   e. **A copy of the agenda used during each meeting**
3. **Hold, at minimum, three open community meetings**. **These meetings must include:**
   a. **Meeting 1: Introduction of the name change process and call to action for new name submission**
   b. **Meeting 2: Report out of top name choices and explanation of voting process**
   c. **Meeting 3: Announcement of the new name**

   Meetings may be held on the same date as another school event for convenience, but the meeting must be separate and all notices of the meeting must be related to the discussion of the name change. If a meeting is in person, it should be held at the school whenever possible. The following must be provided for all open community meetings:
   d. **The date, time and sign-in sheet for the meeting**
   e. **Description of how, when, and where students, teachers, parents, alumni, and/or community members were notified that the school name change would be discussed at the meeting. (At a minimum, families and the community must be notified about the suggested name change and open community meeting by robocall, text alert, and email alert; school-based social media if available; school website; backpack mail; and palm cards and/or flyers.)**
   f. **A copy of the notices posted**
   g. **A copy of letters sent**
   h. **A copy of the agenda and presentation slides used**
4. **Provide the following notices to school stakeholders:**
   a. Reasonable efforts to notify the following **people**/groups (if they exist) that a name change is being considered at the school: **Area Electeds (i.e., the City Councilmember and the State Legislator(s) for the school's District),** Home and School Association ("HSA"), Friends of Group(s), Alumni Association, Registered Community Organizations ("RCO")
      i. Copy of the notices posted (if applicable)
      ii. Copy of letters sent
   ~~**b. Notification to the City Council representative**~~
      ~~i. Copy of letters sent~~
5. **Provide letters of support from the Assistant Superintendent, a Registered Community Organization,~~City Councilperson~~ and at least one~~two~~ of the following: the SAC or "School Naming Council," HSA or Friends of Group, Alumni Association, and/or Area Elected~~RCO~~**
6. **Conduct two ~~a~~ school surveys with the following requirements:**
   a. Students, parents, and community members must be given at least three weeks to submit survey responses from the date they were first notified the survey was available
   b. Questions on the survey must allow for the following responses:
      ~~i. Support for or against the proposed name change~~
      ~~ii. The reason the respondent supports or opposes the name change~~

   iii. **Suggestions for New School Names (survey 1)**
   iv. **Preference for New School Name (survey 2)**
- **c.** Survey results must be submitted along with the other artifacts in the community engagement process

Engagement Requirements for Amended Name Changes

The following requirements and deliverables must be met as a result of the community engagement process for partial name changes.

1. **Provide letters of support from the Assistant Superintendent and Principal.**
   - **a. If the partial name change includes the addition of an area of focus, a letter of support from the corresponding School District of Philadelphia office must be submitted.**
2. **Hold, at minimum, two open community meetings. These meetings must include:**
   - **a. Meeting 1: Name change process overview; Proposed partial name change presented; Explanation of voting process**
   - **b. Meeting 2: Announcement of survey results**

   The following must be provided for all open community meetings:
   - **c. The date, time, and sign-in sheet for the meeting**
   - **d. Description of how, when, and where students, teachers, parents, alumni, and/or community members were notified that the school name change would be discussed at the meeting. (At a minimum, families and the community must be notified about the suggested name change and open community meeting by robocall, text alert, and email alert; school-based social media if available; school website; backpack mail; and palm cards and/or flyers.)**
   - **e. A copy of the notices posted**
   - **f. A copy of letters sent**
   - **g. A copy of the agenda and presentation slides used**
3. **Provide the following notices to school stakeholders:**
   - **a. Reasonable efforts to notify the following people/groups (if they exist) that a name change is being considered at the school: Area Electeds, Home and School Association ("HSA"), Friends of Group(s), Alumni Association, Registered Community Organizations ("RCO")**
     - **i. Copy of the notices posted (if applicable)**
     - **ii. Copy of letters sent**
4. **Conduct a school survey with the following requirements:**
   - **a. Students, parents, and community members must be given at least three weeks to submit survey responses from the date they were first notified the survey was available**
   - **b. Questions on the survey must allow for the following responses:**
     - **i. Support for or against the amended name change**
     - **ii. Rationale for opinion**

Engagement Requirements for Portions of Properties

1. **Provide letters of support from the Assistant Superintendent and Principal.**
    a. **If the portion of property name change will require internal signage, environmental and capital projects must be consulted and provide approval.**
2. **Hold, at minimum, one open community meeting to allow stakeholders the opportunity to provide feedback on the proposed new name for the portion of property.**
3. **The following must be provided for the open community meeting:**
    a. **The date, time, and sign-in sheet for the meeting**
    b. **Description of how, when, and where students, teachers, parents, alumni, and/or community members were notified that the school name change would be discussed at the meeting.**
    c. **A copy of the agenda and presentation slides used**
4. **Conduct a school survey with the following requirements:**
    a. **Students, parents, and community members must be given at least three weeks to submit survey responses from the date they were first notified the survey was available**
    b. **Questions on the survey must allow for the following responses:**
        i. **Support for or against the portion of property name change**
        ii. **Rationale for opinion**

Meeting the Needs of Multilingual Families

The District strives to ensure equitable access to services and opportunities for multilingual families and their children. Communication related to the community engagement name changing process should reflect the languages spoken by the families of that school community. Upon request, translation and interpretation services must be provided at all community meetings related to the school name change process. For assistance in translations, interpretations, and other outreach services, please:

a. Visit the website at https://www.philasd.org/face/translations,
b. Contact via email at translation@philasd.org, or
c. Call 215-400-4180

Submission of Community Engagement Artifacts

Please submit all community engagement information and artifacts to the ~~Office of Schools~~**Division of Academic Services** by emailing ~~SGS@philasd.org~~**schoolnamechange@philasd.org**.

Questions and Support

Please contact ~~SGS@philasd.org~~**schoolnamechange@philasd.org** with any questions or clarifications on these procedures.

Maintenance Schedule

These procedures will be reviewed upon policy renewal, or as needed.

Related Information:

School Name Change Financial Considerations

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 717
SECTION: 700 Property
TITLE: Policy 717 - District-Issued Mobile Communications Devices
ADOPTED: August 21, 2014
REVISED: September 19, 2019

POLICY 717 - DISTRICT-ISSUED MOBILE COMMUNICATIONS DEVICES

Purpose

The purpose of this ~~p~~**P**olicy is to establish general guidelines for the issuance and utilization of mobile communications devices by officials, staff**,** and other authorized persons within the **School** District **of Philadelphia ("District")**.

Definitions

~~For the purposes of this policy, the following phrase shall have the following meaning:~~

Mobile communications device: –Any portable wireless telecommunications equipment that is provided by the District **to officials, staff, and other authorized persons** and utilized for the transmission and/or reception of voice, **photographs,** video, or computer data. Such devices include, but shall not be limited to, cellular or mobile telephones, ~~pagers, two-way radios,~~ wireless modems, and portable Internet appliances.

Authority

~~The School District of Philadelphia ("District") may, in its sole discretion, provide~~**The Pennsylvania Public School Code permits the Board of Education ("Board") to adopt and enforce such reasonable rules and regulations as it may deem necessary and proper, regarding the provision of** mobile communications devices to ~~certain employees~~**officials, staff, and other authorized personnel** for the express purpose of enhancing the safety, security, and operational efficiency of administrative and school-based operations.**[1]**

Delegation of Responsibility

The **Board directs the** Superintendent **or their designee, through the Office of Information Technology and Data Management, to develop Administrative Procedures that outline the District's** ~~shall designate a District official to administer the implementation of this policy. The appropriate Chief administrator, i.e., the Superintendent and those senior administrators reporting directly to the Superintendent, in addition to the General Counsel and Chief of Staff of the Board of Education ("Board"), shall further designate an official to administer the issuance~~ **management and oversight** of **District-issued** mobile communications devices ~~within their respective divisions subject to the following guidelines, which shall be made known to all appropriate officers, directors, managers and other District personnel~~.

The ~~official designated by the Superintendent to administer the implementation of all mobile communications devices within the District~~**Office of Information Technology and Data Management** shall~~:~~

~~1) M~~**m**aintain direct oversight of the inventory of equipment, service contracts, rate plans, and internal controls for all mobile communications devices.

~~2) Ensure compliance with applicable regulatory policies and procedures.~~

~~The Superintendent and Chief Information Officer shall by mutual agreement, be permitted to except any provision contained within this policy provided that such exception is deemed a critical operational necessity.~~

Mandatory Regulatory Procedures:

Mobile communications devices shall be used for the sole and express purpose of conducting official business and maintaining operations of the District. Personal, **unauthorized**, excessive, or commercial use of a mobile communications device is strictly prohibited and will result in appropriate disciplinary action. **Individuals issued mobile communications devices are expected to use reasonable care to prevent the loss, theft, damage and/or unauthorized use of mobile communication devices**. **[1][2]**

~~An employee may be issued a mobile communications device for the performance of job-related duties and responsibilities only if the employee:~~

1. ~~Is in an active full-time position; however, secretarial or other office support staff are not eligible for issuance of a device; and~~
2. ~~Is required to perform the majority of their duties away from their primary work location; or~~
3. ~~Has a frequent and regular need for immediate communication for either emergency communication purposes or for productivity enhancement.~~

~~The Superintendent and Chief administrators are authorized to use the limited budgetary funds allocated to their respective divisions to provide mobile communications devices to employees who, in their judgment, require a mobile communications device and satisfy the guidelines contained herein.~~ **~~[3]~~**

~~Requests for the consideration of the issuance of mobile communications devices must be submitted directly to the Office of Information Technology.~~

~~Persons not directly employed by the District including, but not limited to, students, volunteers, and consultants, or employees who are retired, on extended leave, or hired on a per diem basis shall not be eligible for the issuance or retention of a mobile communications device.~~

~~Mobile communications devices may not be used for routine and regular communication or when an equivalent, more cost-effective means of communication is available, unless necessary for safety or emergency purposes.~~

~~Use of mobile communications devices is subject to management review, monitoring and auditing by the District. Audits may be performed on the usage and internal controls of mobile communications devices subject to the Public School Code and Board policy.~~ **~~[2] [4]~~**

~~All employees issued a mobile communications device are required to surrender the device(s) upon termination of employment with the District, after a reassignment of job duties or immediately upon request at any time by an official of the District. Surrendered devices must be returned to the Office of Information Technology.~~

~~The use of a mobile communications device while operating a school bus or other motorized vehicle is strictly prohibited, unless necessary for safety or emergency purposes and in accordance with applicable laws.~~ **~~[5]~~**

All mobile communications devices shall be acquired in strict accordance with this ~~p~~**P**olicy. An administrative office or school shall not be permitted to purchase or contract directly for the acquisition of a mobile communications device or related service **without the express involvement and consent of the Office of Information Technology and Data Management**.

~~Failure to comply with any Board policies or administrative procedures regarding mobile communications devices issued by the District shall result in appropriate disciplinary action and/or reimbursement of associated costs.~~ **~~[1] [2]~~**

~~Financial Responsibilities~~

~~An employee issued a mobile communications device shall be financially responsible for lost, stolen, or damaged equipment, as well as any and all personal or unauthorized usage of services in conjunction with the device.~~ **~~[2]~~**

~~An employee shall not be reimbursed for use of a personal mobile communications device or telecommunications services unless specifically authorized in advance of such usage by the Superintendent, Chief Finance Officer or Chief of Staff of the Board.~~

To ~~ensure proper~~ track~~ing of~~ District expenditures, the use of a District Administrative Activity Fund for any mobile communications device or telecommunications charge is strictly prohibited.

Legal References:

1. **24 P.S. § 5-510**
2. Policy 317~~.~~ **- Employee** Conduct~~/Disciplinary Procedures~~ **and Reporting Requirements**
3. ~~Policy 815. Acceptable Use of Internet, Technology, and Network Resources~~
4. ~~Policy 624. Capital Assets Policy~~
5. ~~Policy 619. District Audits~~
6. ~~75 Pa. C.S.A. Sec. 3316. Prohibiting Text-based Communications~~
7. ~~Policy 617. Administrative Activity Funds~~

Administrative Procedures:

Policy 717 Administrative Procedures

THE SCHOOL DISTRICT OF PHILADELPHIA

Effective:

Administrative Procedures for District-Issued Mobile Communications Devices

(Attachment for Policy No. 717)

Purpose

These Administrative Procedures are directed to officials, staff, and other authorized persons who are assigned a mobile communication device by the School District of Philadelphia ("District"). The goal is to provide clear expectations to all parties regarding the use and care of these devices. The District's responsibility is to assign a mobile communications device under Policy 717 - District-Issued Mobile Communications Devices. As such, the Office of Information Technology and Data Management (OITDM) is responsible for procurement/acquisition, distribution, tracking and inventory processes, and repair and replacement as deemed necessary.

Definitions

Mobile communications device: Any portable wireless telecommunications equipment that is provided by the District to officials, staff, and other authorized persons and utilized for the transmission and/or reception of voice, photographs, video, or computer data. Such devices include, but shall not be limited to, cellular or mobile telephones, wireless modems, and portable Internet appliances.[1]

Procedures

Procurement of Mobile Communications Devices

- OITDM purchases, pursuant to procurement policies, all cellular/mobile phones and portable wireless modems ("hotspots").
- Requests for the purchase of cellular/mobile phones must be submitted to OITDM for review and approval.

Mobile/Cellular Phone Eligibility

The following staff are eligible for District-issued mobile/cellular phones:

- Central Administration Staff
  - The current list of staff eligible for District cell phones can be found here.
- School-Based Staff
  - Principals
  - Assistant Principals
  - Building Engineers

[1] *Note:* This does not include pagers or two-way radios. Those devices can be purchased at the school-level and may be done in coordination with the Office of School Safety.

Mobile/Cellular Phone Request Process

- To request a District-issued cellular phone, eligible staff must open a service request using the "IT Help Desk" tile in the Employee Portal.
- A representative of the Telecommunications team will review the request and provide next steps.
- Cellular devices must be picked up from Suite 404 in the Education Center. Pick-up appointments will be scheduled with a representative of the Telecommunications team.

<u>OITDM Inventory Management of Cellular Phones</u>

- Cellular Phone Assignment
  - Cellular phones will be assigned directly to a staff member.
  - OITDM maintains an inventory of the cellular phone and phone number issued to a staff member.
- Usage Monitoring
  - The Telecommunications team regularly audits cellular phone usage data from our contracted provider.
  - Cellular phone devices will be deactivated **without notice** if there is no device usage for 180 days.

<u>Staff Responsibilities for District-Issued Cellular Phones</u>

- Staff are expected to use reasonable care to prevent the loss, theft, damage and/or unauthorized use of cellular phones.
- Staff cannot transfer their District-issued cellular phone to another individual, even in instances of direct staff transition (i.e., a principal cannot hand off their District-issued cellular phone to the next principal coming into the building).
- Upon separation, staff are required to surrender District-issued cellular phones. The device lock password should be removed from the cellular phone.
- District-issued cellular phone numbers **cannot be transferred to personal accounts** at time of employee separation or retirement.

Cellular Phone Theft

- In instances of theft where reasonable care has been taken, the staff member will not be held financially responsible.
- In instances of theft where reasonable care was not taken, the staff member will be held financially responsible.
- Once a replacement device is available, the staff member will be responsible for picking up it from the Education Center.
- **Reporting Procedures**:
  - <u>Theft on District property</u> requires a serious incident report to be submitted to the staff member's immediate supervisor. An official police report is required.

- Theft at any other location

requires an official police report documenting the theft. A copy must be submitted to their immediate supervisor.

- All instances of theft must be reported to the IT Help Desk immediately and include the relevant serious incident report number and/or police report number.

Cellular Phone Loss

- In instances where a staff member loses their District-issued cellular phone, the staff member will be held financially responsible.
  - Once a replacement device is available, the staff member will be responsible for picking up it from the Education Center.
- **Reporting Procedure**: All instances of lost District-issued cellular phones should be reported to the IT Help Desk.

Cellular Phone Damage

- Mobile communications devices purchased by OITDM include limited warranty coverage. Damage beyond this coverage may be the responsibility of the staff member or their employing department.
- If a cellular phone is damaged, the staff member should open a service request through the IT Help Desk to report the damage and receive support from the Telecommunications team.

Maintenance Schedule

These Procedures shall be reviewed upon review of the Policy, or upon the occurrence of a triggering event

Related Information:

Acceptable Use Policy
Employee Code of Ethics

THE SCHOOL DISTRICT
OF PHILADELPHIA

No. 717.1
SECTION: 700 Property
TITLE: Policy 717.1 - District-Issued Computers and Portable Computing Devices
ADOPTED: August 21, 2014
REVISED: September 19, 2019

POLICY 717.1 - DISTRICT-ISSUED COMPUTERS AND PORTABLE COMPUTING DEVICES

Purpose

The purpose of this ~~p~~**P**olicy is to establish general guidelines for the issuance and utilization of all **District-issued computers and portable computing** ~~such~~ devices by officials, staff, students**,** and other authorized persons within the **School District of Philadelphia (“**District**”)**.

Definitions

~~For the purposes of this policy the following phrase shall have the following meaning:~~

~~**Portable computer -** any laptop computer, computer tablet, hand-held device or any similar personal computing equipment that is specifically designed to be easily transportable and mobile.~~

~~**Desktop computer -** any computer or computing equipment that is specifically designed to be stationary, possibly requiring an external monitor and/or other peripherals for proper use.~~

~~**Computing device -** any portable computer, desktop computer or similar technology equipment that is designed for end-user personal computing, information processing or information consumption.~~

Authority

The Pennsylvania Public School Code permits the Board of Education (“Board”) to adopt and enforce such reasonable rules and regulations as it may deem necessary and proper, regarding the provision and use of ~~The School District of Philadelphia (“District”) may, in its sole discretion, provide desktop computers and portable computers or other hand-held or similar~~ computing devices to ~~certain~~ employees**, officials,** ~~or~~ students**, or other authorized personnel** for the express purpose of enhancing the instructional program and operational efficiency of administrative and school-based activities. **[1]**

Delegation of Responsibility

The **Board directs the Superintendent or their designee, through the Office of Information Technology and Data Management, to create and maintain Administrative Procedures regarding the** ~~appropriate Chief administrator, i.e., the Superintendent and those senior administrators reporting directly to the Superintendent, in addition to the General Counsel and Chief of Staff of the Board of Education (“Board”), shall designate an official to administer the~~ **procurement, acquisition, administration,** implementation**,** and issuance of computing devices ~~within their respective divisions subject to the following guidelines, which shall be made known to all appropriate officers, directors, managers and all other District personnel~~.

~~The official designated by each appropriate Chief administrator to oversee the implementation of this policy and issuance of all such computing devices within each respective division shall:~~

1. ~~Maintain direct oversight of the inventory of equipment, service contracts, and internal controls for all~~

computing devices; and
2. Ensure compliance with and fully enforce this policy and other Board policies and administrative procedures setting forth the parameters for the eligibility, approval, assignment, utilization, maintenance, and financial oversight of all such computing devices under their direct control and supervision.

The Superintendent and Chief Information Officer shall by mutual agreement, be permitted to except any provision contained within this policy provided that such exception is deemed a critical operational necessity.

Mandatory Regulatory Procedures:

All employee desktop computers and portable computers shall be used for the sole and express purpose of conducting official business and supporting the functions of the District. Use of all such devices is subject to Board p**P**olicy **815 - Acceptable Use of Internet, Technology, and Network Resources**. **[1][2]**

An employee may be issued a desktop computer or portable computer for the performance of specific job-related duties and responsibilities only if the following apply:

1. Employee is in a full-time position and has an active employment status; and
2. Employee's job-related duties and responsibilities require regular and systematic use of a computing device.

An employee may be issued either a desktop computer or a portable computer for the performance of their duties, but not both. Exceptions to this restriction must be reviewed and approved by the Chief Information Officer or designee unless the employee has an employment contract that specifies otherwise.

Persons not directly employed by the District including, but not limited to, volunteers, retired employees, employees hired on a per diem basis, or employees on extended leave or with an employment status of inactive shall not be eligible for the issuance of any computing device.

A student of the District may be issued a portable computer for the specific purpose of fulfilling their instructional program provided that the student is actively enrolled in a District school or program, and that the school issuing the device has developed an approved comprehensive plan for parental approval, distribution, inventory tracking, maintenance, monitoring and responsible use of computing devices issued to students. Any plan for the issuance of computing devices to students must be approved by the Chief Information Officer or designee.

When issued to an individual employee, computing devices are considered the property of the primary organizational unit to which the receiving employee belongs**District** and shall be returned upon termination of employment with the District, after reassignment of job duties or immediately upon request at any time by a District official. Employee computing devices shall appear on the organizational unit's Personal Property Inventory List. **[3]**

When issued to a District student, computing devices are considered the property of the school to which the student is assigned**District** and shall be returned upon leaving active status from the District, after reassignment to a different school or immediately upon request at any time by a school or District official. Student computing devices shall appear on the school's Personal Property Inventory List. [3][4]

All computing devices owned and issued by the District to employees or students may include the District's software image and any such additional software installed for specific administrative tasks or specific District supported instructional programs. The installation of any other software images or applications on such devices is prohibited absent advanced authorization from the Chief Information Officer or designee. Installation of software not explicitly owned or approved by the District shall remain the legal and financial responsibility of the employee or student. [1]

~~Employees~~**Officials, staff, other authorized personnel,** and students are expected to **use reasonable care** ~~take all appropriate measures and precautions~~ to prevent the loss, theft, damage and/or unauthorized use of computing devices. ~~Such measures include, but are not limited to, storing computing devices in a locked and secured location when not in use, refraining from leaving computing device unattended in public areas or classrooms, and keeping all foods and beverages away from computing devices and equipment.~~

~~In the event of loss, theft, damage and/or unauthorized use of computing devices, the assigned employee/student will be held legally and financially responsible to the District for the replacement and/or repair of the computing device issued to the employee/student.~~

~~Should an employee's computing device be lost or stolen, the employee must:~~

1. ~~Immediately report the theft or loss to their immediate supervisor and Chief representative;~~
2. ~~Obtain an official police report documenting the theft; and~~
3. ~~Provide a copy of the police report to their immediate supervisor and Chief representative.~~

~~Should a student's computing device be lost or stolen, the student and/or student's parent or guardian must:~~

1. ~~Immediately report the incident to the student's teacher and principal;~~
2. ~~Obtain an official police report documenting the theft; and~~
3. ~~Provide a copy of the police report to the student's teacher and principal.~~

The District may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring and auditing by the District. Other audits may be performed on the usage and internal controls of computing devices subject to the Public School Code and Board policy.[1][**3**]

Failure to comply with any Board policies or ~~a~~**A**dministrative ~~p~~**P**rocedures regarding the use and handling of computing devices issued by the District **may**~~shall~~ result in appropriate disciplinary action and/or reimbursement of any and all associated costs.**[4]**

Legal References:

1. **24 P.S. § 5-510**
2. Policy 815~~.~~ **-** Acceptable Use of Internet, Technology and Network Resources
3. ~~Policy 624. Capital Asset Policy~~
4. ~~Policy 706.1. Property Records~~
5. Policy 224~~.~~ **- Student** Care of School Property
6. Policy 317~~.~~ **- Employee** Conduct~~/Disciplinary Procedures~~ **and Reporting Requirements**

Administrative Procedures:

Policy 717.1 Administrative Procedures

Administrative Procedures for District-Issued Computers and Portable Computing Devices
(Attachment for Policy No. 717.1)

Purpose

These Administrative Procedures are directed to employees, contractors, and students who are assigned a portable computing device by the School District of Philadelphia ("District"). The goal is to provide clear expectations to all parties regarding the use and care of these devices. The District's responsibility is to assign a computing device under Policy 717.1 - District-Issued Computers and Computing Devices. As such, the Office of Information Technology and Data Management (OITDM) is responsible for procurement/acquisition, distribution, tracking, and inventory processes, and repair and replacement as deemed necessary (in line with our replenishment practices with regard to student chromebooks).

Definitions

Computing device: Includes but is not limited to any laptop computer, desktop computer, Chromebook or similar technology equipment that is designed for end-user personal computing, information processing or information consumption.

Procedures

Procurement and Acquisition of Computers/Computing Devices

- OITDM purchases, pursuant to procurement policies, all staff and student computing devices.
- OITDM approval is required for any other computing device purchases initiated by a District school or program office. Purchasing requests are evaluated by OITDM using the District's ERP System (Oracle).
- OITDM approval is required for any computing device donations and compliance with fundraising and donation policies is also required.
    - Donations that will not be accepted:
        - Used equipment
        - Student or staff computers donated from a third party
    - All other requests should be sent to the IT Help Desk for review.

Staff Computers

Office of Information Technology and Data Management Responsibilities

- **Assignment of Computer**
    - An employee may be issued only one portable computing device - a desktop computer or laptop computer - for the performance of their duties, but not both. Exceptions to this restriction must be reviewed and approved by the Chief

Information Officer (CIO) or their designee. If an employee has a legal accommodation that specifies otherwise, the CIO will review the same.

- Staff Laptop Eligibility
  - Central Administration: The majority of Central Administration staff will be assigned a laptop given that their job related duties require the regular and systematic use of a computer.
  - School-based Staff: Staff with the titles listed here will be assigned a laptop given that their job related duties require the regular and systematic use of a computer. Laptop distribution is incorporated into the onboarding process.
- Contractors meeting specific requirements may be issued a District laptop computer or desktop computer for the performance of their duties while contracting with the District.
  - To be issued a District computing device, the contractor must be properly reviewed and entered by Talent in the District's Human Resources system.
  - Device pick-up and return will be completed in the 440 Education Center. The program office or contractor's employer will be responsible for any shipping expenses if the contractor is unable to access the 440 Education Center.
- Laptops will be assigned directly to each staff member. If the staff member changes departments or schools, the laptop remains with the staff member.
  - In cases where updated job responsibilities require a particular computer type and/or configuration, a new computing device may be issued and the current device would be returned to OITDM.

- **Inventory Management of Staff Computers**
  - OITDM is responsible for managing all staff assignments in the District's Computer Inventory System. Therefore, these laptops will not be part of a school or department assigned inventory
  - When advanced notice of separation is provided to the School District, OITDM will notify individuals via email of the need to return the device per the agreement signed.
  - If an individual fails to return the device, the residual value will be deducted from their term pay.
  - Each program office or school should take actions in conformity with Policy 800 - Records Management, its Administrative Procedures and and protocols developed in conjunction therewith when an employee leaves the District.
- **Training and Supports**
  - Google Workspace Support
    - Trainings to support Google services, including email (Gmail), calendar, Google Classroom, and Google Drive, are open to all staff. Training sessions can be found in the Performance and PD Management System in the Employee Portal.

- Offices seeking team or department trainings are invited to contact the Educational Technology department by emailing edtech@philasd.org.
  - Gmail (Google Email) and Google Calendar steppers and videos can be found at philasd.org/google

Staff Responsibility of Assigned Computers

- At time of distribution, staff are required to sign a digital agreement that documents expectations for computing device management and care. Staff members can access their signed agreement through the Employee Portal.
- Staff are expected to use reasonable care to prevent the loss, theft, damage and/or unauthorized use of computers. Such measures include, but are not limited to, storing computers in a locked and secured location when not in use, refraining from leaving laptops unattended in public areas, vehicles, or classrooms, and keeping all foods and beverages away from computing devices and equipment.
- Staff who choose to take their District-issued computers home at night are responsible for bringing them to work each day. OITDM does not guarantee that a loaner will be available if the computer is forgotten at home.
  - School-based staff should inquire about a loaner device in their buildings.
  - Central Administration staff should open a HelpDesk ticket to determine if a loaner computer is available.
- Staff not assigned a computer who may temporarily require access to one for a training or other need should be lent a Chromebook from the existing pool used for student distribution.

- **Computer Theft**
  - In instances of theft where reasonable care has been taken, the staff member will not be held financially responsible.
  - In instances of theft where reasonable care was not taken, the staff member will be held financially responsible.
  - Once a replacement device is available, the staff member will be responsible for picking up it from the Education Center.
  - **Reporting Procedures:**
    - Theft on District property requires a serious incident report to be submitted to the staff member's immediate supervisor. An official police report is required.
    - Theft at any other location requires an official police report documenting the theft. A copy must be submitted to their immediate supervisor.
    - All instances of theft must be reported to the IT Help Desk immediately and include the relevant serious incident report number and/or police report number.

- **Computer Loss**

- In instances where a staff member loses their staff laptop, the staff member will be held financially responsible.
- Staff will not receive a replacement laptop until arrangements to pay the depreciated value of the lost device have been made.
  - When needed to support job responsibilities, a loaner device may be provided.
    - School based staff can borrow a chromebook or other available device at the school
    - Central administration staff will be issued a loaner device from OITDM.
  - Once a replacement device is available, the staff member will be responsible for picking up it from the Education Center.
- **Reporting Procedure**: All instances of lost staff laptops should be reported to the IT Help Desk.

- **Computer Damage**
  - District computing devices purchased by OITDM include warranty and repair coverage. Damage beyond this coverage may be the responsibility of the staff member or their employing department, depending on the factual circumstances (i.e. number of time devices have been previously damaged).
  - Staff can refer to this website to get information regarding the staff laptop program including repair: philasd.org/stafflaptops

Shared Devices Utilized in Instructional and Other Settings

- Schools and Offices are responsible for the management of their shared device inventory in the District's computer inventory system.
- Schools and Offices must submit yearly computer inventory.
- In the event of theft, the school administrator or their designee must:
  - Immediately report the theft or loss to the Office of School Safety via a serious incident report;
  - Obtain an official police report documenting the theft; and
  - Provide the serious incident report documenting the theft and a copy of the police report to the IT Helpdesk in order to remove the stolen equipment from the school's inventory.

<u>Student Computers</u>

Office of Information Technology and Data Management Responsibilities

- OITDM will provide schools with a Chromebook for every student plus an additional 10% inventory based on school enrollment in the Student Information System (SIS) to provide enough replacements for lost, stolen, and damaged Chromebooks.

- OITDM will provide monthly services to pick up damaged devices and provide replacement devices. Replacement devices support keeping a school computer inventory that is 110% of the school's enrollment based on the data from each school-managed computer inventory and SIS enrollment.
    - Details about current Chromebook Exchange Program: SY22-23 Chromebook Exchange Program

School Responsibilities

- Assign every student a chromebook in the inventory system
- Update the computer inventory system to reflect changes made in student assignments due to damage, loss, or theft
- Submit yearly computer inventory report
- Provide adequate charging and storage solutions
- Use the District's Student Code of Conduct to address students who have chronic issues with Chromebook usage and care
- Communicate expectations, including how to exchange a damaged device or replace a lost device, to staff and families
- Please see the detailed guidance found here for more information

Student/Parent/Guardian Responsibilities

- If schools send the Chromebook home, students and families shall return the Chromebook to school each day
- Students and families are expected to use reasonable care in maintaining the Chromebook and charger.
- Sample family letter: Chromebook Letter for families

Maintenance Schedule

These Procedures shall be reviewed upon review of the Policy, or upon the occurrence of a triggering event.

Related Information:

Policy 702 - Grants, Gifts, Donations, and Student Fundraising
Policy 702.2 - Fundraising and Crowdfunding
Example Chromebook Letter for Families
Acceptable Use Policy
Student Code of Conduct
Employee Code of Ethics
SY22-23 Chromebook Exchange Program

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 805.1
SECTION: 800 Operations
TITLE: Policy 805.1 - Relations with Law Enforcement Agencies
ADOPTED: January 19, 2017
REVISED:

POLICY 805.1 - RELATIONS WITH LAW ENFORCEMENT AGENCIES

Purpose

The ~~School Reform Commission~~**Board of Education ("Board")** recognizes that cooperation with law enforcement agencies is ~~considered essential~~**a layer of support** for protecting students and staff, **and** maintaining ~~a~~ safe **and welcoming environments in School District of Philadelphia ("District") schools** ~~environment in schools, and safeguarding district property~~.

Definitions

~~Incident - an instance involving an act of violence; the possession of a weapon by any person; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco by any person on school property; or conduct that constitutes an offense listed under the Safe Schools Act.[1][4][5]~~

Authority

As required by the Pennsylvania Public School Code, the Board shall~~It shall be the policy of the SRC to establish and~~ maintain a cooperative relationship between the ~~school d~~**D**istrict and local police departments in the reporting and resolution of incidents that occur on school property, at any school-sponsored activity, or on any conveyance providing transportation to or from a school or school-sponsored activity. [1][2]

~~The SRC directs the Superintendent to execute and update, on a biennial basis, a memorandum of understanding with each local police department that has jurisdiction over school property in accordance with state law and regulations.[1][3]~~

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of School Safety, to execute and maintain a memorandum of understanding with the City of Philadelphia's Police Department (PPD) in accordance with state law and regulations.[1][3] The Office of School Safety shall also coordinate the reporting to the Philadelphia Police Department and Pennsylvania Department of Education as required by law.[1] School employees are required to report incidents to the Office of School Safety in conformity with School Safety Directives.

The Board also directs the Superintendent or their designee, through the Office of School Safety, to develop Administrative Procedures that outline how the Office of School Safety works with the PPD to maintain safe and welcoming environments in District schools.

Mandatory Regulatory Procedures:

Memorandum of Understanding

~~In accordance with state law and regulations, the Superintendent shall execute and update, every two (2) years, a memorandum of understanding with each local police department that has jurisdiction over school property.~~

~~The memorandum of understanding shall be signed by the Superintendent, Chief of Police of the police department with jurisdiction over the relevant school property, and principals of each school building of the school entity, and be filed with the Office of Safe Schools. [1][3]~~

~~In developing and updating the memorandum of understanding, the district shall consult and consider the State Board of Education model memorandum of understanding. If the district's memorandum of understanding with local law enforcement contains substantive differences from the State Board of Education model memorandum of understanding, the Superintendent shall provide a written statement which identifies the differences and the reasons for the differences as part of the biennial filing with the Office for Safe Schools.[1][3]~~

The memorandum of understanding **with the PPD** shall comply with state law and regulations and set forth procedures to be followed regarding incidents ~~that include, but are not limited to, acts of violence, weapons, terroristic threats, controlled substances, alcohol and tobacco~~. **[4][5]**~~[8][9][10]~~**[6]**

The memorandum of understanding may specify other matters related to crime prevention ~~mutually agreed upon by the Superintendent and the local police department that has jurisdiction over the school property~~.[1]

~~Students with Disabilities~~

~~The district shall provide a copy of its administrative procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative procedures for behavior support are revised by the district.[11][12][13][14]~~

~~The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.[11][12][15][13][14]~~

~~Referral to Law Enforcement~~

~~The Superintendent, Office of School Safety, or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, 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.[16][1][4][17][18][19][20][14][6][7][8][9][10][21][22][23]~~

Safe Schools Report

Annually, by July 31, the Superintendent shall report on the designated form, to the Office for Safe Schools **at the Pennsylvania Department of Education**, all new incidents as required by state law.[1]

~~Prior to submitting the Safe Schools report, the Superintendent and each police department having jurisdiction over school property shall do all of the following:~~

1. ~~No later than thirty (30) days prior to the deadline for submitting the Safe Schools report to the Office for Safe Schools, the Superintendent shall submit the report to the police department that has jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine whether the report accurately reflects police incident data.~~

2. ~~No later than fifteen (15) days prior to the deadline for the Superintendent to submit the report to the Office for Safe Schools, the police department shall notify the Superintendent, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.~~
3. ~~Where a police department fails to take action as required above, the Superintendent shall submit the report to the Office for Safe Schools and indicate that the police department failed to take the required action.~~

Legal References:

1. 24 P.S. 1303-A
2. 22 PA Code 10.1
3. 22 PA Code 10.11
4. ~~22 PA Code 10.2~~
5. ~~35 P.S. 780-102~~
6. Pol~~.~~**icy** 218 **- Student Conduct and Discipline**
7. Pol~~.~~**icy** 218.1 **- Weapons**
8. ~~Pol. 218.2~~
9. ~~Pol. 222~~
10. ~~Pol. 227~~
11. ~~22 PA Code 10.23~~
12. ~~22 PA Code 14.104~~
13. ~~Pol. 113~~
14. ~~Pol. 113.2~~
15. ~~22 PA Code 14.133~~
16. ~~24 P.S. 1302.1-A~~
17. ~~22 PA Code 10.21~~
18. ~~22 PA Code 10.22~~
19. ~~Pol. 103.1~~
20. ~~Pol. 113.1~~
21. ~~Pol. 323~~
22. ~~Pol. 351~~
23. ~~Pol. 904~~

Related Information:

~~22 PA Code 10.24~~
~~Pol. 805~~
~~Pol. 909~~

Administrative Procedures:

Policy 805.1 Administrative Procedures
Relations with Law Enforcement Agencies Presentation

THE SCHOOL DISTRICT OF PHILADELPHIA

Effective:

Administrative Procedures for Relations with Law Enforcement Agencies
(Attachment for Policy No. 805.1)

Purpose

The Board of Education recognizes that cooperation with law enforcement agencies is a layer of support for protecting students and staff. The purpose of these Administrative Procedures is to effectuate Policy 805.1 - Relations with Law Enforcement Agencies and outline how the Office of School Safety works with the City of Philadelphia's Police Department to maintain safe and welcoming environments in School District of Philadelphia ("District") schools.

Definitions

Incident: An instance involving an act of violence; the possession of a weapon by any person; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco by any person on school property; or conduct that constitutes an offense listed under the Safe Schools Act.

Procedures

The District will comply with all legally appropriate orders from law enforcement agencies, to the extent required by law. District personnel shall follow the Board Protocols for Welcoming Sanctuary Schools when handling requests from Immigration and Customs Enforcement (ICE).

In addition, in conformity with state law and regulation, the Superintendent shall enter into a Memorandum of Understanding (MOU) clarifying the District's partnership with the local law enforcement agency, the City of Philadelphia's Police Department (PPD).

Memorandum of Understanding

In accordance with state law and regulations, the Superintendent shall execute and update, every two (2) years, a MOU with the PPD. The MOU shall be signed by the Superintendent and Chief of the PPD, and be filed with the Office of Safe Schools at the Pennsylvania Department of Education. In developing and updating the MOU, the District shall consult and consider the State Board of Education model memorandum of understanding.

The current version of the MOU can be found here: Current MOU between SDP and PPD

In addition to the MOU required under the School Code, the Office of School Safety shall support the local law enforcement agency implementing their policy related to diversionary programs. The District does not make decisions regarding whether to charge an individual with a crime. Nothing in these Administrative Procedures affects an individual's rights to pursue redress for alleged criminal acts.

Students with Disabilities

The District will share the Special Education Plan with the PPD.

Visits to Schools for Positive School Programming

The Office of School Safety shall coordinate with representatives of the PPD to participate in visits to schools related to PPD Community Relations programs and initiatives to foster positive engagement and relationships between students and law enforcement.

Training

The Office of School Safety shall invite representatives of the PPD to participate in District training on the use of positive behavior supports, de-escalation techniques, and appropriate responses to student behavior that may require intervention.

Referral to Law Enforcement

The Office of School Safety shall report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, to the PPD, in accordance with state law and regulations, under the procedures set forth in the MOU with local law enforcement and Board of Education policies.

Safe Schools Report

Prior to submitting the Safe Schools report, the District and PPD are required to:

1. No later than thirty (30) days prior to the deadline for submitting the Safe Schools report to the Office for Safe Schools, the Superintendent shall submit the report to the police department that has jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine whether the report accurately reflects police incident data.

2. No later than fifteen (15) days prior to the deadline for the Superintendent to submit the report to the Office for Safe Schools, the police department is required to notify the Superintendent, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police is required to sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department is required to indicate any discrepancies between the report and police incident data. [1]

3. Where a police department fails to take action as required above, the Superintendent shall submit the report to the Office for Safe Schools and indicate that the police department failed to take the required action.

Maintenance Schedule

These Procedures shall be reviewed upon the review of the Policy or upon the occurrence of a triggering event, such as the execution of a new MOU.

Legal References

1. 22 Pa. Code § 10.11

Related Information:

Philadelphia Police Department: School Diversion Program
Policy 113.1 - Discipline of Students with Disabilities
Policy 218 - Student Conduct and Discipline
Policy 218.1 - Weapons
Policy 805 - Emergency Preparedness

THE SCHOOL DISTRICT OF PHILADELPHIA

SDP School Safety & Philadelphia Police Department Partnership

SDP School Safety & Philadelphia Police Department Partnership

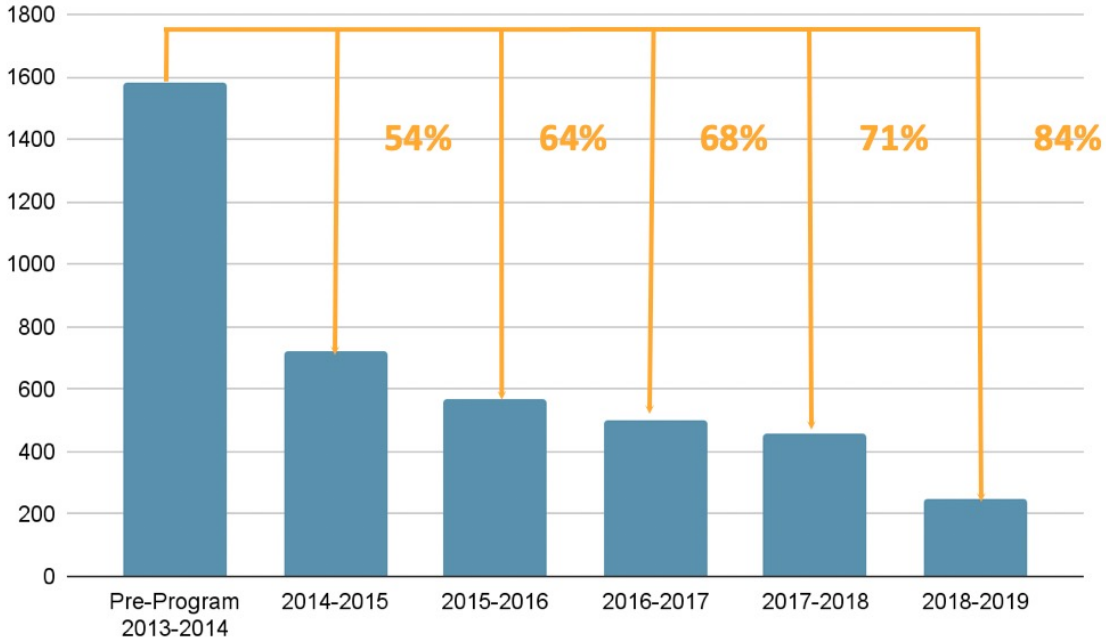
- **Personnel “School Beat” Officers**
  - 67 PPD Officers providing front line support to schools on an as needed basis
  - Not stationed or permanently based in a school (not the SRO model)
  - $8+ Million in-kind personnel support ($120,000/Officer)
- **Emergency Response**
  - Response to high-risk threats against school communities that require police response

SDP School Safety & Philadelphia Police Department Partnership

- **Safety Zones**
  - Increased PPD presence outside schools and in school community corridors in highest need areas (based on data)
- **Supplemental Support**
  - PPD Officer staffing for special events and athletics
- **Training Partnership**
  - SDP School Safety to provide PA Act 67 School Safety Personnel Certification to PPD Officers
  - Active Shooter Response Training

SDP School Safety & Philadelphia Police Department
Philadelphia Police Department School Diversion Program

Outcomes – Reduction in Arrests



Intensive Prevention Services (IPS) – Core Components

- Academic Support
- Social/emotional competency building
- Mentoring
- Recreation
- Work ready programming
- Community service
- Engagement with parental involvement
- Victim-Offender conferencing

THE SCHOOL DISTRICT OF PHILADELPHIA

Policy 805.1 Relations with Law Enforcement Agencies

Policy 805.1 Relations with Law Enforcement Agencies

- The Policy formalizes and structures the relationship between SDP and the Philadelphia Police Department (PPD) through an MOU
  - MOU is required by PA Public School Code
  - MOU is updated every 2 years
  - PPD provides an important layer of support to SDP in protecting students, staff, and maintaining safe and welcoming school communities

Policy 805.1 Relations with Law Enforcement Agencies Updates to Administrative Procedures

- Published current MOU – linked in Admin. Procedures
- Added to align with priorities and current practice
  - Information on Protocols for Welcoming and Sanctuary Schools
  - Support for diversion from arrest, affirming our priority to dismantle the school-to-prison pipeline
  - Importance of collaborating on training with PPD Officers to support students and safe schools
- Added priority to facilitate positive school programming engagement of law enforcement officers in schools per *feedback from school leaders, teachers, and parents and guardians*

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 807
SECTION: 800 Operations
TITLE: Policy 807 - Opening Exercises/Flag Displays
ADOPTED: April 27, 1981
REVISED: December 14, 2017

POLICY 807 - OPENING EXERCISES/FLAG DISPLAYS

Purpose

The ~~School Reform Commission~~**Board of Education ("Board")** adopts this policy to ~~ensure that~~**require the School District of Philadelphia ("District") to provide guidance to** all ~~d~~**D**istrict schools **for following**~~comply with~~ state and federal laws concerning **United States flag ("**flag**")** displays and opening exercises while respecting the rights of individuals.

Authority

As required by the Pennsylvania Public School Code and State and Federal laws and regulations, the Board shall provide a flag, flagstaff, and the necessary appliances therefor, and shall display said flag upon or near each public school building in clement weather, during school hours, and at such other times as the Board may determine. The Board shall also maintain rules and regulations as to the proper display of flags. [1]

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Division of Operations, to effectuate the display of a~~A~~ United States flag ~~shall be displayed~~ in classrooms and on or near each school building during school hours~~, in element weather,~~ and at other times determined by the ~~SRC~~**designee**.[1] **The Deputy Superintendent of Academic Services or their designee, in coordination with the Division of Operations, shall also develop Administrative Procedures to guide District schools in displaying the flag in conformity with law.**

District schools shall provide opening exercises that include a salute to the flag and/or recitation of the Pledge of Allegiance or the National Anthem.[1] **Opening exercises may also include a brief period of silent prayer or meditation. Silent prayer or meditation shall not be conducted as a religious service or exercise.[2]**

Mandatory Regulatory Procedures:

Students **and staff** may decline to recite the Pledge of Allegiance or National Anthem and **/or decline** to salute the flag on the basis of personal belief or religious conviction. Students **and staff** ~~who choose to refrain from such participation~~ shall respect the rights and interests of **others,** ~~classmates who do~~ **regardless of whether they choose to** participate **or not**.[1]~~[2]~~**[3]**

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

Legal References:

1. 24 P.S. 771
2. **24 P.S. 1516.1**

3. 22 PA Code 12.10
4. ~~24 P.S. 1516.1~~

Administrative Procedures:

Policy 807 Administrative Procedures

THE SCHOOL DISTRICT OF PHILADELPHIA

Effective:

Administrative Procedures for Opening Exercises/Flag Displays
(Attachment for Policy No. 807)

Purpose

The purpose of these Administrative Procedures is to effectuate Policy 807 - Opening Exercises/Flag Displays, which mandates that District schools follow state and federal laws concerning United State flag displays and opening exercises while respecting the rights of individuals. Policy 807 directs District schools to provide opening exercises that include a salute to the flag and/or recitation of the Pledge of Allegiance or the National Anthem. Opening exercises may also include a brief period of silent prayer or meditation. Silent prayer or meditation shall not be conducted as a religious service or exercise. These Administrative Procedures are primarily directed to Principals and their Building Engineers assigned to the school building.

Definitions

Opening Exercises: Opening exercises include but are not limited to a salute to the flag and/or recitation of the Pledge of Allegiance or the National Anthem. Opening exercises may also include a brief period of silent prayer or meditation. Opening exercises can be counted as instructional time.

Flag: United States flag.

Procedures

Flag Display

Guidelines: As a general rule, United States flags displayed in classrooms should be placed in locations that are visible to those inside the classroom. Guidance for appropriate display of the United States flag can be found within the United States Flag Code. For any questions about appropriate flag display, please contact the Office of General Counsel. Do not dispose of a United States flag without first contacting the Facilities Support Desk at (215)-400-5172.

Building Engineer's Responsibility: The Building Engineer is responsible for appropriately displaying the flag at or near the school building in accordance with the United States Flag Code.

Principal's Responsibility: The Principal or their designee is to provide every classroom with flags for display. The Principal is to indicate completion of this task in the annual New School Year Opening Checklist. If the school does not have a sufficient number of classroom flags, then the principal may contact their Building Engineer to replenish their supply. For exterior flags, the Building Engineer may contact the Facilities Support Desk at 215-400-5172.

Teacher's Responsibility: Classroom teachers are to request a flag to display from the Principal if they are not otherwise provided with one. Teachers shall place the flag in a location within their classroom that is visible to those inside the classroom.

Opening Exercises

Students and staff may decline to recite the Pledge of Allegiance or National Anthem and/or decline to salute the flag on the basis of personal belief or religious conviction. Students and staff shall respect the rights and interests of others, regardless of whether they choose to participate or not.[1][2]

Principal's Responsibility: The Principal is to identify and then schedule a time of day in which daily opening exercises occur for their individual school. The identified system and procedure is to be included in their individual school's Staff Handbook and Student Handbook and reviewed at the beginning of each year.

Teacher's Responsibility: The classroom teacher is responsible for informing students of the expectations related to opening exercises, as well as the rights of all students regarding their participation or lack thereof in opening exercises.

Maintenance Schedule

These Administrative Procedures will be reviewed upon review of the Policy, or upon the occurrence of a triggering event.

Legal References:

1. 24 P.S. 771
2. 22 PA Code 12.10

Related Information

24 P.S. 771
Pennsylvania Department of Education: Instructional Time and Act 80 Exceptions
United States Flag Code

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 808
SECTION: 800 Operations
TITLE: Policy 808 - Food Services
ADOPTED: April 27, 1981
REVISED: February 15, 2018

POLICY 808 - FOOD SERVICES

Purpose

The ~~School Reform Commission~~**Board of Education ("Board")** recognizes that students require ~~adequate,~~ nourishing ~~food and beverages~~**meals** in order to grow, learn**,** and maintain good health. **Therefore, the Board enacts this Policy to provide students with access to high-quality, nutrient-rich meals as a means of promoting student health and providing safe, welcoming, and healthy environments in School District of Philadelphia ("District") schools.** ~~The SRC directs that District food service programs shall be directed at meeting the needs of students in accordance with SRC policy.~~**[9][10][11][15][16][17]**

Authority

The Board shall offer food services to students in conformity with all applicable federal laws and regulations, including the guidelines established by the United States Department of Agriculture (USDA).[1][5][8][9][10][11][15][16][17][19][25][26]

~~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]~~

Delegation of Responsibility

The ~~SRC~~ **Superintendent or their designee, through the Division of Food Services,** 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]**[6]**[7][9][10]**[17][18] Cafeterias shall be operated on a non-profit basis.[3][5][7][14][26][27]**

The **Division of Food Services** ~~District~~ may also **arrange for** participat**ion** in ~~an after school~~ feeding program**s that**~~, which~~ provide~~s~~ meals to students enrolled in the District's after school education programs.**[1][6]**[11][12]**[27]**

The Division of Food Services shall develop Administrative Procedures that list the prices for nonprogram food in conformity with applicable law.[3][13][14]

~~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~~ **Division of Food Services** shall make appropriate food service and/or meal accommodations to students with special dietary needs in accordance with applicable law, regulations and ~~SRC~~**Board** policy.**[9][10][13][15][16]**[21][22][23][24]

~~Operation and supervision of the food service program shall be the responsibility of the Senior Vice President of Food Service.~~

~~Cafeterias shall be operation on a non-profit basis.~~ **The Board directs the Superintendent or their designee, through the Chief Financial Officer, to** ~~A~~ review ~~of~~ the cafeteria accounts ~~shall be made by the Chief Financial Officer or designee~~ monthly.**[2][3][13][25][26]**

The Board directs the Superintendent or their designee, through the Office of Auditing Services, to review the cafeteria accounts annually.[2][3][8][13][25][26]

~~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 **their** designee**, through the Division of Food Services,** shall annually notify students, parents/guardians**,** and employees concerning the contents of this policy and applicable ~~a~~**A**dministrative ~~p~~**P**rocedures. 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 program.[5][7][20][25]~~

Mandatory Regulatory Procedures:

In conformity with any applicable provisions of a collective bargaining agreement with the District, school employees may purchase food available at schools. 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][4][13][14]

The District shall not, in the operation of the food service program, discriminate against any student, staff member, or other individual on the basis of race, color, national origin, age, sex, or disability.[15][16]

The Superintendent or designee shall comply with local, state and federal requirements for conducting cafeteria health and safety inspections.[17][18][19][20][26][27]

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.[5][7][20][25]

~~*School Food Safety Inspections*~~

~~The District shall obtain two (2) safety inspections per year in accordance with state and federal laws and regulations.[17] [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 **and maintain proper health and sanitation standards**. [9][10]**[11]**[18]**[19][26][27]**

~~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~~

School Meal Service and Accounts

The District shall not charge students for breakfast, lunch, and after-school meals. [1][6][7][9][10][11]

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~~.~~**icy** 103.1 - Nondiscrimination-Qualified Students With Disabilities/Protected Handicapped Students
23. Pol~~.~~**icy** - Special Education

24. Pol-**icy** - Food Allergy Management
25. 7 CFR 210.15
26. 7 CFR 220.7
27. 7 CFR 210.9

Related Information:
24 P.S. 696
P.L. 111-296 7 CFR Part 15
7 CFR Part 215
Pol-**icy 103** - Nondiscrimination in School and Classroom Practices
Philadelphia Code of Ordinances (Health Code) - Title 6, Sections 6-102, 6-301

Administrative Procedures:

Policy 808 Administrative Procedures

THE SCHOOL DISTRICT OF PHILADELPHIA

Effective:

Administrative Procedures for Food Services
(Attachment for Policy No. 808)

Purpose

The goal of the School District of Philadelphia ("District") is to provide nutrient-rich meal options that students of all ages and backgrounds will enjoy. The District believes that all students deserve access to great meals; accordingly, the District's menus offer high-quality meals that meet both the USDA standards for school meals and the District's own internal standards, including our prohibited ingredients list.

Daily consumption of school meals has been shown to improve dietary intake. Students who eat school meals on a daily basis consume more fruits, vegetables, fiber, and whole grains than those who do not. The District's School Meal Programs were developed to offset food insecurity and are grounded in a health equity approach. The District offers a consistent menu across neighborhoods and income statuses.

Assuring our students have access to meals is a priority for the District. We offer universal free school meals by participating in the Community Eligibility Provision (CEP) offered by the United States Department of Agriculture (USDA). This program allows the District to provide all students with breakfast and lunch at no cost, without collecting students' household income information or paper applications for free or reduced-price meals. The District's participation in CEP reduces the stigma that might be associated with receiving free and reduced-price school meals by ensuring all students have access to meals without regard to family income or resources.

Definitions

A la Carte: Any food or beverage sold by the Division of Food Service that is not part of a reimbursable meal.

Food Safety Standards: The set of standards that protect people served by the District's Food Service programs from foodborne illness by requiring that food preparation areas are clean and sanitary, foods are served and maintained at proper temperatures, and food service staff have standard operating procedures that guide hygiene, sanitation, and service temperatures.

Nutrition Standards: To qualify for meal reimbursement, all meals must meet federal nutrition standards. School meals must offer foods based upon the required components, which may include whole or enriched grains, fruits, vegetables, meats or meat alternatives, and fluid milk. Decisions about the specific foods to serve and the methods of preparation are made by the District.

Nonprogram Food: A food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account. Nonprogram foods include but are not limited to adult meals and a-la-carte items.

School Food Authority (SFA): The governing body that has the legal authority to and is responsible for operating the School Meal Program or is otherwise approved by Food and Nutrition Service of the USDA to operate the School Meal Program.

School Meal Program: The National School Lunch Program (NSLP), School Breakfast Program (SBP), Fresh Fruit and Vegetable Program (FFVP), and At-Risk After School (Supper) meal programs are federally assisted meal programs operating in all District brick and mortar buildings. Nonprofit private schools and charter schools that elect the District to provide meal service are also included in the School Meal Program. The program provides nutritionally balanced meals at no cost to enrolled students each school day.

Procedures

Professional Standards for Food Service Personnel

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.

School Food Safety

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]

For additional information and specifics regarding the Food Safety Program, please visit:
SDP HACCP

Inspections

The Superintendent or designee shall comply with federal, state, and local requirements for conducting cafeteria health and safety inspections and ensuring employee participation in appropriate inspection services and training programs.

The District shall obtain two (2) safety inspections per year in accordance with federal, state, and local laws and regulations. The District shall conduct self-inspections in accordance with federal, state, and local laws and regulations.[17][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.

For additional information and specifics regarding inspections, please visit:
Policy 808 Health Department Inspections

Community Eligibility Provision (CEP) Participation

CEP, a key provision of The Healthy, Hunger Free Kids Act of 2010, allows the District to serve all students free meals without the burden of collecting household applications. This alternative reimbursement model saves the District time and money by streamlining paperwork and administrative requirements. Because all students receive meals at no charge, students are no longer confronted with the stigma associated with free or reduced price status. Offering all students a nutritious breakfast and lunch at no cost, CEP helps boost participation, helping schools ensure more students come to class well-nourished and ready to learn.

For additional information regarding CEP, please visit: Community Eligibility Provision Resource Center

Charter School Participation in the School Meal Program

The Division of Food Services offers a turn-key program to other SFAs at their request, including charter schools, complete with equipment and trained staff to service the students enrolled in their school. The equipment provided to charter schools by the Division of Food Services is and will remain the property of the District and the Division of Food Services. Further, the Division of Food Services will only provide administrative support and staffing for the charter school while the charter school opts for the Division of Food Services to provide the School Meal Program.

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.

Nonprogram Food

Nonprogram food shall be priced to generate sufficient revenues to cover the cost of such items. All revenue from the sale of nonprogram food shall accrue to the child nutrition program account.

Guidance for Principals

Principals play an important role in ensuring that all students have an ideal school food environment that includes offering students breakfast before and after the bell, allowing students

ample time to obtain and eat their meals, and assuring sales of non-compliant snacks and extra food are limited within the building.

- All food offered for sale as fundraisers or offered by an individual or group outside of the Division of Food Services (competitive foods) are limited by Federal Regulation and the District's Wellness Policy approved by the Board.
- Principals can devise their own system or use the temples on the Division of Food Services website. Each school Principal or designee is responsible for having information about the food fundraisers available for the PA Department of Education. Documentation must be kept for 3 years plus the current school year.
- For more information, please visit: https://www.philasd.org/foodservices/employee-information/policy-and-procedures/wellness-policy/

Maintenance Schedule

These Administrative Procedures will be reviewed upon review of the Policy, or upon the occurrence of a triggering event.

Related Information:

USDA Guidance for School Food Authorities
USDA Nutrition Standards for School Meals
USDA National School Lunch Program Meal Pattern Chart

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Access to School Board Meetings

1 message

[redacted] Tue, Apr 25, 2023 at 6:24 AM

To: schoolboard@philasd.org

Dear School Board,

I don't know if public comment is allowed for the Policy Committee meeting. I wanted to share my experience in advance of the Policy meeting in the hopes that this issue can be discussed/addressed by the committee. If it cannot be addressed, please consider this email public comment for the May Action meeting.

I attended the April 20th school board meeting. I wanted to speak, but the list for adult speakers was filled in less than 10 minutes. I still attended to provide support for my student speaker. The process for gaining access to the meeting room was complicated. Despite arriving at 3:30, I was made to wait in the atrium. I was only allowed upstairs because I sent a message to someone in the meeting room who notified security that I should be allowed to attend the meeting. The staff member who accompanied my student speaker, in her mother's place, also had difficulty getting in to the meeting.

This level of restriction in access makes participation difficult. We have been directed to engage with the Board. Also, to attend the meetings to be aware of and engaged in the process. In advance of the May meeting, I would like to request that the Board communicate changes in admission procedures to the public as well as create a process that will ensure that members of the public are able to safely attend.

Communicate expectations for behavior. The increased security should enable you to maintain order in the room. While live streams are an excellent way to increase access, sometimes Board members or the Superintendent make comments based on what is happening in the room. The issue with that is that their comments are decontextualized for virtual participants by the practice of muting the sounds of the room.

I am willing to discuss this further if more context is needed.

Leigh Purnell
Chief Executive Officer
Southwest Leadership Academy Charter School

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Leigh Purnell
Building Leaders One Student at a Time
Sent from my iPhone

SOUTHWEST LEADERSHIP ACADEMY CHARTER SCHOOL
7101 Paschall Ave
Philadelphia, PA 19142
TELE: 215.729.1939
FAX: 215.729.1976
Building LEADERS One Student at a Time

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
POLICY COMMITTEE MEETING
SPEAKERS LIST
APRIL 27, 2023

Registered Speakers

1. Lisa Haver, APPS
   Topic: Policy 008

2. Blair Ryan, Community Member
   Topic: School Admissions Policy