THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION
POLICY COMMITTEE MEETING
AGENDA
NOVEMBER 3, 2022; 4:00 PM

Call to Order

Roll Call

Agenda Items -

Adoption of Minutes

April 28, 2022 Minutes

Opening Remarks

Review of Policies

Policy 123 - Interscholastic Athletics

Policy 123.1 - Concussion Management

(Eliminate) Policy 123.2 - Sudden Cardiac Arrest

The District is recommending Policy 123.2 for elimination because the content is redundant of Policy 123.1. Any unique content included in Policy 123.2 specific to cardiac arrest is being incorporated into Policy 123.1. Policy 123.1 will be renamed to "Concussion Management and 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)

Public Participation

Speakers List

Commitee Recommendations

Other Business

Adjourn

THE SCHOOL DISTRICT
OF PHILADELPHIA

No.
SECTION:
TITLE: April 28, 2022 Minutes
ADOPTED:
REVISED:

APRIL 28, 2022 MINUTES

Delegation of Responsibility
The Board of Education may through the Superintendent or designee ....

Administrative Procedures:

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 123
SECTION: 100 Programs
TITLE: Policy 123 - Interscholastic Athletics
ADOPTED: January 19, 2017
REVISED:

POLICY 123 - INTERSCHOLASTIC ATHLETICS

Purpose

The **Board of Education ("Board")**~~School Reform Commission~~ recognizes the value of a program of interscholastic athletics as an integral part of ~~the total school~~ **providing a well-rounded school** experience ~~for~~ **to** all **School District of Philadelphia ("D**~~d~~istrict**")** students and as a conduit for community involvement. **Therefore, the purpose of this policy is to offer opportunities for participation in interscholastic athletic programs to District students.** ~~The program fosters the growth of school loyalty within the student body as a whole and stimulates the community interest. The game activities and practice sessions provide opportunities to teach the values of competition, sportsmanship, and teamwork.~~

Definitions

~~For purposes of this policy, the program of interscholastic athletics shall include all activities relating to competitive or exhibition sport contests, games or events involving individual students or teams of students when such activities occur between schools within this district or outside this district.~~

Authority

In conformity with Pennsylvania and Federal law, the District shall ~~It shall be the policy of the SRC to~~ offer opportunities for participation in interscholastic athletic programs to **all** ~~male and female~~ students on **an**~~as~~ equal ~~a~~ basis as is practicable and without discrimination~~, in accordance with law and regulations~~.[1][2][3][4][5]

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of Athletics, to maintain ~~The SRC shall approve~~ a program of interscholastic athletics ~~and require that all facilities utilized in that program properly safeguard both players and spectators and are kept free from hazardous conditions~~ **with appropriate and suitable equipment, practice sites, and competition sites. The Office of Athletics shall publish schedules of interscholastic athletics events publicly.**

The **Office of Athletics**~~SRC~~ shall **define** ~~determine~~ the standards of eligibility to be met by all students participating in an interscholastic **athletics** program **that complies with Pennsylvania Interscholastic Athletic Association (PIAA) requirements**. Such standards shall require that each student, before participating in any interscholastic **athletic** activity, be covered by student accident insurance; be free of injury; and undergo a ~~Pennsylvania Interscholastic Athletic Association (~~PIAA~~)~~ Comprehensive Initial Pre-Participation Physical Evaluation by a licensed physician.

~~The SRC further adopts those eligibility standards set by the Constitution of the P.I.A.A.~~

~~The SRC directs that n~~**N**o student may participate in interscholastic athletics who has not **met all of the requirements for eligibility.**~~:~~

1. ~~Met the requirements for academic eligibility.~~
2. ~~Adhered to applicable attendance and discipline standards of the district.~~[6][7]

The Superintendent or their designee shall disseminate rules for the conduct of student participation in interscholastic athletics. Such rules shall be in conformity with regulations of the State Board of Education, the PIAA, and the District.

Mandatory Regulatory Procedures:

~~The Superintendent or designee shall ensure that s~~**Similar athletic programs shall be offered to both sexes in proportion to the District's enrollment.[2][3]**

~~The Superintendent or designee shall ensure that i~~**Interscholastic athletics** ~~are~~ **shall be open to all eligible students and all students shall be fully informed of the opportunities available to them.**[8~~12~~][9~~13~~]

Interscholastic athletic activities shall not be scheduled to conflict with any educational activity necessary for meeting the requirements of the approved curriculum, nor scheduled to begin for at least two (2) hours after the completion of the College Entrance Examinations.

Each school year, prior to participation in an interscholastic athletic activity, every student athlete and ~~his/her~~ **their parent/guardian shall sign and return the acknowledgement of receipt and review of the following:[10][11][12~~8~~][13~~9~~]**

1. **Concussion and Traumatic Brain Injury Information Sheet**~~.~~
2. **Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet**~~.~~

Transgender **and Gender Non-Conforming Student** Participation

~~Keeping in accordance with the SRC Policy 252 (Transgender and Gender Non-Conforming students), the principal will serve as the primary point of contact for any questions or concerns regarding Pennsylvania Interscholastic Athletic Association (PIAA) matters.~~ **Students participating in interscholastic athletics may participate on the team of the gender with which they identify.** All students and employees must adhere to ~~SRC p~~**P**olicy **252 - Transgender and Gender Non-Conforming Students**.[1~~5~~**4**]

Bullying and Hazing

Bullying, hazing, and harassment are antithetical to competitive sports. All students and employees must adhere to ~~SRC~~ Policy 247 **-** ~~(~~Hazing~~)~~**,** ~~and SRC~~ Policy 249 **-** ~~(~~Bullying/Cyberbullying~~)~~, **Policy 123.3 - Sportsmanship, and the Student Code of Conduct.[15]**[16][17]**[18]**

~~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:[7]~~

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.~~

~~Delegation of Responsibility~~

~~Per Pennsylvania Interscholastic Athletic Association (PIAA) rules, all student athletes must have their PIAA CIPPE Form filled out by a physician, and signed by both the student-athlete and his/her parent/guardian.~~

~~The Superintendent or designee shall annually prepare, approve and present to the SRC for its consideration a program of interscholastic athletics, which shall include a complete schedule of events. S/He shall inform the SRC of changes in that schedule as they occur.~~

~~A coach, faculty member, or district representative from each school involved shall be present at each game or contest and shall remain with his/her group or team until it leaves the building or grounds where the event is held.~~

~~The direct control of athletics in each school may be delegated to authorized staff within the school in accordance with procedures established by the Superintendent or designee.~~

~~Guidelines~~

~~Male/Female Athletic Opportunities Report~~

~~By October 15 of each year, on the designated disclosure form, the Superintendent or designee shall report to the PA Department of Education the interscholastic athletic opportunities and treatment for male and female secondary school students for the preceding school year.[14]~~

~~By November 1 of each year, the completed disclosure form shall be made available for public inspection during regular business hours and posted on the district's website.[14]~~

~~The availability of the completed disclosure form shall be announced by posting a notice on school bulletin boards, in the school newspaper, on any electronic mailing list or list serve, and by any other reasonable means. [14]~~

Legal References:

1. 24 P.S. §16-1601-C, et seq.
2. 22 Pa. Code §4.27
3. 34 CFR §106.41
4. Pol. **icy** 103 **- Nondiscrimination in School and Classroom Practices**
5. Pol. **icy** 103.1 **- Nondiscrimination - Qualified Students with Disabilities/Protected Handicapped Students**
6. Pol. **icy** 204 **- Attendance**
7. Pol. **icy** 218 **- Student Conduct and Discipline**
8. **22 Pa. Code §12.1** ~~24 P.S. 5323~~
9. **22 Pa. Code §12.4** ~~24 P.S. 5333~~
10. Pol. **icy** 123.1 **- Concussion Management and Sudden Cardiac Arrest**
11. **24 P.S . §5323** ~~22 PA Code 12.1~~
12. **24 P.S. §14-1425** ~~22 PA Code 12.4~~
13. 24 P.S.§5321, et seq.
14. Pol. **icy** 252 **- Transgender and Gender Non-Conforming Students**
15. Pol. **icy** 247 **- Hazing**
16. Pol. **icy** 249 **- Bullying/Cyberbullying**

17. **Policy 123.3 - Sportsmanship**
18. **Student Code of Conduct**

<u>Administrative Procedures:</u>

Policy 123 Procedures (shared between all 123 policies)

Effective: March 28, 2019
Revised:

Administrative Procedures for Interscholastic Athletics
(Attachment for Policy No. 123, 123.1, ~~123.2~~, 123.3)

Purpose

These procedures are adopted by the ~~Division~~ **Office** of Athletics to effectuate the mandates of Board of Education Policy 123, 123.1, ~~123.2,~~ and 123.3.

Definitions

Athletic activity ~~shall mean all of the following~~**:**

1. Interscholastic athletics.
2. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with a school, including ~~cheerleading,~~ club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.
3. Practices, interschool practices and scrimmages for all athletic activities.

Appropriate medical professional ~~shall mean all of the following~~**:**

1. A licensed physician who is trained in the evaluation and management of concussions.
2. A licensed or certified health care professional trained in the evaluation and management of concussions and designated by a licensed physician trained in the evaluation and management of concussions.
3. A licensed or certified athletic trainer (ATC) who is trained in the evaluation and management of concussions.

Interscholastic athletics: All activities related to competitive athletic contests or competitions conducted between or among school entities as teams associated with the Philadelphia Public League ("PPL"), Middle Grades Conference ("MGC"), or Pennsylvania Interscholastic Athletics Association ("PIAA").

Sportsmanship ~~shall mean all of the following~~**:**

~~1. A sport or athletic activity will be enjoyed for its own sake.~~
~~2. A sport or athletic activity will be enjoyed with proper consideration for fairness, ethics, and respect.~~
~~3. A sport or athletic activity will be enjoyed with a sense of fellowship with one's competitors.~~

Actions which are fair and ethical and/or not intended to demean, embarrass, intimidate or injure opposing contestants, teams, spectators, and/or officials and that foster a sense of fellowship with one's competitors.

Procedures

Any ~~member~~ school sponsoring an ~~interscholastic~~ athletic activity may hold an informational meeting prior to the start of each athletic season for all competitors regarding concussions and other head injuries, the importance of proper concussion management, the symptoms and

warning signs of sudden cardiac arrest **and information about electrocardiogram testing**, bullying and hazing, and sportsmanship. In addition to the student**-** athletes, such meetings may include parents/guardians, coaches, other appropriate school officials, physicians, **neuropsychologists,** athletic trainers, **physical trainers,** and content experts.

Each school year, prior to participation in an interscholastic athletic activity, every student-athlete and their parent/guardian shall sign and return the acknowledgment of receipt and review of the PPL Student-Athlete Code of Conduct and PIAA CIPPE Form filled out by a physician, and signed appropriately. Similarly, prior to participation in an athletic activity, every student athlete and their parent/guardian shall sign and return the acknowledgement of receipt and review of the Concussion and Traumatic Brain Injury Information Sheet and the Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet.

A coach, faculty member, or District representative from each school involved shall be present at each game or contest and shall remain with their group or team until it leaves the building or grounds where the event is held.

The direct control of athletics in each school may be delegated to authorized staff within the school in accordance with procedures established by the Superintendent or their designee.

Removal from Play **from an Athletic Activity**

A student or coach who, as determined by the game official, appropriate medical professional, appropriate school administrator**, PPL, MGC,** or **PIAA**~~ Philadelphia Public League~~ representative, exhibits any signs of a concussion **or traumatic brain injury**, sudden cardiac arrest, bullying and hazing, or engages in any form of unsportsmanlike conduct while participating in an interscholastic athletic activity shall be removed from participation at that time **and the emergency response system will be activated if necessary**.

Any student or coach known to have exhibited signs or symptoms of concussion **or traumatic brain injury**, sudden cardiac arrest, bullying and hazing, or engaged in unsportsmanlike **conduct**~~behavior~~ prior to or following an athletic activity shall be **prohibited**~~prevented~~ from participating in athletic activities.

Return to Play

The appropriate school administrator shall not return a student and/or coach to participation **in an athletic activity** until the student and/or coach is evaluated and cleared for return to participation in writing by an appropriate medical professional or the Office of the President of the Philadelphia Public League. The **Office of Athletics**~~Board of Education~~ may designate a specific appropriate medical professional(s) to provide written clearance for return to participation. The student and/or coach may be required to complete any mandatory online

training coursework through the National Federation of State High School Associations (NFHSLearn) prior to their return to play.

Training

All coaches shall annually, prior to coaching an athletic activity, complete the (1) Concussion in Sports; (2) Sudden Cardiac Arrest; (3) Bullying, Hazing & Inappropriate Behaviors; and the (4) Sportsmanship certification training courses offered by the National Federation of State High School Associations (NFHSLearn - www.nfhslearn.com).

In addition to posting this policy on the District's website, the District shall annually inform students, coaches, sport administrators, parents/guardians, volunteers, and District employees that unsportsmanlike conduct is prohibited.

Penalties

A student or coach found in violation of the provisions of ~~this policy~~ these procedures related to removal from play and return to play shall be subject to the following penalties~~, as enforced by the Philadelphia Public League~~:

1. For a first violation, suspension from participation in or coaching any athletic activity for the remainder of the season.
2. For a second violation, suspension from participation in or coaching any athletic activity for the remainder of the season and for the next season.
3. For a third violation, permanent suspension from participation in or coaching any athletic activity.

Off-Campus Activities

This policy shall also apply to student and employee conduct that occurs off school property and would otherwise violate the Student Code of Conduct or Employee Code of Ethics.

Maintenance Schedule

Administrative procedures will be reviewed in accordance with the Interscholastic Athletics policy cycle, or if an event requires additional review.

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 123.1
SECTION: 100 Programs
TITLE: Policy 123.1 - Concussion Management
ADOPTED: January 19, 2017
REVISED:

POLICY 123.1 - CONCUSSION MANAGEMENT

Purpose

The **Board of Education ("Board")**~~School Reform Commission~~ recognizes the importance of ~~ensuring~~ the safety of students participating in ~~the district's~~ athletic programs **at the School District of Philadelphia ("District")**. **The purpose of** ~~T~~this policy **is** ~~has been developed~~ to provide guidance for **athletes, parents/guardians, and athletic personnel about** prevention, detection**,** and treatment of concussions **and sudden cardiac arrest in** ~~sustained by~~ students while participating in an athletic activity.

Definitions

~~Appropriate medical professional shall mean all of the following:[1]~~

1. ~~A licensed physician who is trained in the evaluation and management of concussions.~~
2. ~~A licensed or certified health care professional trained in the evaluation and management of concussions and designated by a licensed physician trained in the evaluation and management of concussions.~~
3. ~~A licensed psychologist neuropsychologically trained in the evaluation and management of concussions or who has postdoctoral training in neuropsychology and specific training in the evaluation and management of concussions.~~

~~Athletic activity shall mean all of the following:[1]~~

1. ~~Interscholastic athletics.[2]~~
2. ~~An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with a school, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.[3]~~
3. ~~Noncompetitive cheerleading that is sponsored by or associated with a school.[3]~~
4. ~~Practices, interschool practices and scrimmages for all athletic activities.[3][2]~~

Authority

Pennsylvania law requires that each school year, prior to participation in an athletic activity, every student athlete and their parent/guardian shall sign and return the acknowledgement of receipt and review of the Concussion and Traumatic Brain Injury Information Sheet and the Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet.[1][2]

Delegation of Responsibility

~~Per Pennsylvania Interscholastic Athletic Association (PIAA) rules, all student athletes must have their PIAA CIPPE Form filled out by a physician, and signed by both the student-athlete and his/her parent/guardian.~~

~~Each school year, prior to participation in an athletic activity, every student athlete and his/her parent/guardian shall sign and return the acknowledgement of receipt and review of the Concussion and Traumatic Brain Injury Information Sheet.[4]~~

The Board directs ~~T~~the Superintendent or **their** designee**, through the Office of Athletics in conjunction with the Office of Student Health Services,** ~~shall~~ **to** develop administrative procedures to implement this

policy, which shall include protocols for concussion management **and sudden cardiac arrest**.

Mandatory Regulatory Procedures:
Nothing in this act shall be construed to abridge or limit any rights provided under a collective bargaining agreement or law.[1][2]

Except as provided under paragraph (2), nothing in this act shall be construed to create, establish, expand, reduce, contract, or eliminate any civil liability on the part of any school entity or school employee.[1][2]

Any coach acting in accordance with this policy shall be immune from any civil liability.[1]

~~**Guidelines**~~

~~The school may hold an informational meeting prior to the start of each athletic season for all competitors regarding concussions and other head injuries, the importance of proper concussion management, and how preseason baseline assessments can aid in the evaluation, management and recovery process. In addition to the student athletes, such meetings may include parents/guardians, coaches, other appropriate school officials, physicians, neuropsychologists, athletic trainers and physical therapists.[4]~~

~~Removal from Play~~

~~A student who, as determined by a game official, coach from the student's team, certified athletic trainer, licensed physician, licensed physical therapist or other official designated by the district, exhibits signs or symptoms of a concussion or traumatic brain injury while participating in an athletic activity shall be removed by the coach from participation at that time.[4]~~

~~Return to Play~~

~~The coach shall not return a student to participation until the student is evaluated and cleared for return to participation in writing by an appropriate medical professional. The SRC may designate a specific appropriate medical professional(s) to provide written clearance for return to participation.[4]~~

~~Training~~

~~All coaches shall annually, prior to coaching an athletic activity, complete a concussion management certification training course offered by the Centers for Disease Control and Prevention, the National Federation of State High School Associations or another provider approved by the Department of Health.[4]~~

~~Penalties~~

~~A coach found in violation of the provisions of this policy related to removal from play and return to play shall be subject to the following penalties:[4]~~

1. ~~For a first violation, suspension from coaching any athletic activity for the remainder of the season.~~
2. ~~For a second violation, suspension from coaching any athletic activity for the remainder of the season and for the next season.~~

~~For a third violation, permanent suspension from coaching any athletic activity.~~

Legal References:

1. ~~24 P.S. 5322~~
2. ~~Pol.**icy** 123 **- Interscholastic Athletics**~~
3. ~~Pol.**icy** 122 **- Extracurricular Activities**~~

1. 24 P.S. 5323
2. **24 P.S. 14-1425**

Related Information:
~~**Related Information:**~~

~~24 P.S. 5321 et seq~~
Pol~~**icy**~~ 822 ~~**- Automated External Defibrillator (AED)/Cardiopulmonary Resuscitation (CPR)**~~

Administrative Procedures:

Policy 123 Procedures (shared between all 123 policies)

Effective: March 28, 2019
Revised:

Administrative Procedures for Interscholastic Athletics
(Attachment for Policy No. 123, 123.1, ~~123.2~~, 123.3)

Purpose

These procedures are adopted by the ~~Division~~ **Office** of Athletics to effectuate the mandates of Board of Education Policy 123, 123.1, ~~123.2,~~ and 123.3.

Definitions

Athletic activity ~~shall mean all of the following~~**:**

1. Interscholastic athletics.
2. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with a school, including ~~cheerleading,~~ club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.
3. Practices, interschool practices and scrimmages for all athletic activities.

Appropriate medical professional ~~shall mean all of the following~~**:**

1. A licensed physician who is trained in the evaluation and management of concussions.
2. A licensed or certified health care professional trained in the evaluation and management of concussions and designated by a licensed physician trained in the evaluation and management of concussions.
3. A licensed or certified athletic trainer (ATC) who is trained in the evaluation and management of concussions.

Interscholastic athletics: All activities related to competitive athletic contests or competitions conducted between or among school entities as teams associated with the Philadelphia Public League ("PPL"), Middle Grades Conference ("MGC"), or Pennsylvania Interscholastic Athletics Association ("PIAA").

Sportsmanship ~~shall mean all of the following~~**:**

~~1. A sport or athletic activity will be enjoyed for its own sake.~~
~~2. A sport or athletic activity will be enjoyed with proper consideration for fairness, ethics, and respect.~~
~~3. A sport or athletic activity will be enjoyed with a sense of fellowship with one's competitors.~~

Actions which are fair and ethical and/or not intended to demean, embarrass, intimidate or injure opposing contestants, teams, spectators, and/or officials and that foster a sense of fellowship with one's competitors.

Procedures

Any ~~member~~ school sponsoring an ~~interscholastic~~ athletic activity may hold an informational meeting prior to the start of each athletic season for all competitors regarding concussions and other head injuries, the importance of proper concussion management, the symptoms and

warning signs of sudden cardiac arrest **and information about electrocardiogram testing**, bullying and hazing, and sportsmanship. In addition to the student**-** athletes, such meetings may include parents/guardians, coaches, other appropriate school officials, physicians, **neuropsychologists,** athletic trainers, **physical trainers,** and content experts.

Each school year, prior to participation in an interscholastic athletic activity, every student-athlete and their parent/guardian shall sign and return the acknowledgment of receipt and review of the PPL Student-Athlete Code of Conduct and PIAA CIPPE Form filled out by a physician, and signed appropriately. Similarly, prior to participation in an athletic activity, every student athlete and their parent/guardian shall sign and return the acknowledgement of receipt and review of the Concussion and Traumatic Brain Injury Information Sheet and the Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet.

A coach, faculty member, or District representative from each school involved shall be present at each game or contest and shall remain with their group or team until it leaves the building or grounds where the event is held.

The direct control of athletics in each school may be delegated to authorized staff within the school in accordance with procedures established by the Superintendent or their designee.

Removal from Play **from an Athletic Activity**

A student or coach who, as determined by the game official, appropriate medical professional, appropriate school administrator**, PPL, MGC,** or **PIAA**~~ Philadelphia Public League~~ representative, exhibits any signs of a concussion **or traumatic brain injury**, sudden cardiac arrest, bullying and hazing, or engages in any form of unsportsmanlike conduct while participating in an interscholastic athletic activity shall be removed from participation at that time **and the emergency response system will be activated if necessary**.

Any student or coach known to have exhibited signs or symptoms of concussion **or traumatic brain injury**, sudden cardiac arrest, bullying and hazing, or engaged in unsportsmanlike **conduct**~~behavior~~ prior to or following an athletic activity shall be **prohibited**~~prevented~~ from participating in athletic activities.

Return to Play

The appropriate school administrator shall not return a student and/or coach to participation **in an athletic activity** until the student and/or coach is evaluated and cleared for return to participation in writing by an appropriate medical professional or the Office of the President of the Philadelphia Public League. The **Office of Athletics**~~Board of Education~~ may designate a specific appropriate medical professional(s) to provide written clearance for return to participation. The student and/or coach may be required to complete any mandatory online

training coursework through the National Federation of State High School Associations (NFHSLearn) prior to their return to play.

Training

All coaches shall annually, prior to coaching an athletic activity, complete the (1) Concussion in Sports; (2) Sudden Cardiac Arrest; (3) Bullying, Hazing & Inappropriate Behaviors; and the (4) Sportsmanship certification training courses offered by the National Federation of State High School Associations (NFHSLearn - www.nfhslearn.com).

In addition to posting this policy on the District's website, the District shall annually inform students, coaches, sport administrators, parents/guardians, volunteers, and District employees that unsportsmanlike conduct is prohibited.

Penalties

A student or coach found in violation of the provisions of ~~this policy~~ these procedures related to removal from play and return to play shall be subject to the following penalties~~, as enforced by the Philadelphia Public League~~:

1. For a first violation, suspension from participation in or coaching any athletic activity for the remainder of the season.
2. For a second violation, suspension from participation in or coaching any athletic activity for the remainder of the season and for the next season.
3. For a third violation, permanent suspension from participation in or coaching any athletic activity.

Off-Campus Activities

This policy shall also apply to student and employee conduct that occurs off school property and would otherwise violate the Student Code of Conduct or Employee Code of Ethics.

Maintenance Schedule

Administrative procedures will be reviewed in accordance with the Interscholastic Athletics policy cycle, or if an event requires additional review.

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 123.2
SECTION: 100 Programs
TITLE: (Eliminate) Policy 123.2 - Sudden Cardiac Arrest
ADOPTED: January 19, 2017
REVISED:

(ELIMINATE) POLICY 123.2 - SUDDEN CARDIAC ARREST

Purpose
The Board of Education ("Board") School Reform Commission recognizes the importance of ensuring the safety of students participating in the district's athletic programs. This policy has been developed to provide guidance for prevention and recognition of sudden cardiac arrest in student athletes.[1]

Definitions
Athletic activity shall mean all of the following:[2]

1. Interscholastic athletics.[3]
2. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with a school, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.[4]
3. Noncompetitive cheerleading that is sponsored by or associated with a school.[4]
4. Practices, interschool practices and scrimmages for all athletic activities.[4][3]

Delegation of Responsibility
Per Pennsylvania Interscholastic Athletic Association (PIAA) rules, all student athletes must have their PIAA CIPPE Form filled out by a physician, and signed by both the student-athlete and his/her parent /guardian. Each school year, prior to participation in an athletic activity, every student athlete and his/her parent/guardian shall sign and return the acknowledgement of receipt and review of the Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet.[5]

Mandatory Regulatory Procedures:
Guidelines

The school may hold an informational meeting prior to the start of each athletic season for all competitors regarding the symptoms and warning signs of sudden cardiac arrest. In addition to the student athletes, such meetings may include parents/guardians, coaches, other appropriate school officials, physicians, pediatric cardiologists, and athletic trainers.[5]

Removal from Play

A student who, as determined by a game official, coach from the student's team, certified athletic trainer, licensed physician, or other official designated by the district, exhibits signs or symptoms of sudden cardiac arrest while participating in an athletic activity shall be removed by the coach from participation at that time.[5]

Any student known to have exhibited signs or symptoms of sudden cardiac arrest prior to or following an athletic activity shall be prevented from participating in athletic activities.

Return to Play

The coach shall not return a student to participation until the student is evaluated and cleared for return to participation in writing by a licensed physician, certified registered nurse practitioner or cardiologist.[5]

Training

All coaches shall annually, prior to coaching an athletic activity, complete the sudden cardiac arrest training course offered by a provider approved by the PA Department of Health.[5]

Penalties

A coach found in violation of the provisions of this policy related to removal from play and return to play shall be subject to the following penalties:[5]

1. For a first violation, suspension from coaching any athletic activity for the remainder of the season.
2. For a second violation, suspension from coaching any athletic activity for the remainder of the season and for the next season.
3. For a third violation, permanent suspension from coaching any athletic activity.

Legal References:

1. 24 P.S. 5331 et seq
2. 24 P.S. 5332
3. Pol. 123
4. Pol. 122
5. 24 P.S. 5333

Pol. 822

Recommendation:

The District is recommending Policy 123.2 for elimination because the content is redundant of Policy 123.1. Any unique content included in Policy 123.2 specific to cardiac arrest is being incorporated into Policy 123.1. Policy 123.1 will be renamed to "Concussion Management and Sudden Cardiac Arrest."

Administrative Procedures:

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 123.3
SECTION: 100 Programs
TITLE: Policy 123.3 - Sportsmanship
ADOPTED: March 28, 2019
REVISED:

POLICY 123.3 - SPORTSMANSHIP

Purpose

The Board of Education **("Board")** recognizes the importance of ~~ensuring a~~ **providing** positive experience**s** for students participating in ~~the District's~~ athletic programs **in the School District of Philadelphia ("District")**. **The purpose of** ~~T~~this policy **is** ~~has been developed~~ to provide guidance for **student athletes, parents/guardians, and athletic personnel about** sportsmanship, leadership, and character development by students while participating in an athletic activity.[1][2]

Definitions

~~For the purposes of this policy, the terms below are defined as followed:~~

~~**Sportsmanship** shall mean that a sport or activity will be enjoyed for its own sake, with proper consideration for fairness, ethics, respect, and a sense of fellowship with one's competitors. All activities within the District's athletic programs shall be conducted within the Sportsmanship guidelines set forth, at all times.~~

~~**Athletic activity** shall mean all of the following:~~

1. ~~Interscholastic athletics.~~
2. ~~An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with a school, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.~~
3. ~~Noncompetitive cheerleading that is sponsored by or associated with a school.~~
4. ~~Practices, interschool practices and scrimmages for all athletic activities.~~

Authority

As permitted by the Pennsylvania School Code, the Board may adopt and enforce such policies necessary and proper 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.[1]

Delegation of Responsibility

~~Per Philadelphia Public League (PPL) rules, all student-athletes, coaches and sports administrators must adhere to the league code, promoting our~~**The Board directs the Superintendent or their designee, through the Office of Athletics, to adopt rules for student-athletes, coaches, and athletic personnel that promote** core values of teamwork, sportsmanship, leadership**,** and character.[2]

~~Each school year, prior to participation in an athletic activity, every student-athlete and his/her parent/guardian shall sign and return the acknowledgment of receipt and review of the Philadelphia Public League Student-Athlete Code of Conduct. [2]~~

~~The Superintendent is authorized to delegate the creation of administrative procedures to implement this policy, which shall include protocols for the promotion of our core values of Teamwork, Sportsmanship, Leadership, Character Development through participation in an athletic activity, and shall prohibit unsportsmanlike conduct,~~

~~bullying hazing and other inappropriate behavior.~~

Mandatory Regulatory Procedures:
Unsportsmanlike Conduct

The Board ~~of Education~~ prohibits unsportsmanlike conduct in connection with any athletic activity, regardless of whether the conduct occurs on or off school property or outside of school hours. ~~[1][2]~~**[3][4]**

The Office of Athletics shall annually inform student athletes, parents/guardians, and athletic personnel of the rules created in connection with this policy and require appropriate acknowledgements.

~~In addition to posting this policy on the District's website, the District shall annually inform students, coaches, sport administrators, parents/guardians, volunteers and District employees that unsportsmanlike conduct are prohibited, by means of distribution of written policy, publication in handbooks, verbal instructions by the coach at the start of the season and/or posting of notice/signs. All Philadelphia Public League member coaches will be required to annually complete the Sportsmanship online coursework through the National Federation of State High School Associations (NFHSLearn).~~

Bullying, Hazing & Inappropriate Behaviors

Bullying, hazing, and harassment are antithetical to competitive sports. All students and employees must adhere to Policy 247 - Hazing, Policy 249 - Bullying and Cyberbullying, and the Student Code of Conduct. [5][6][7]

~~The Board of Education prohibits bullying, hazing and inappropriate behaviors in connection with any athletic activity, regardless of whether the conduct occurs on or off school property or outside of school hours. [3][4][5]~~

~~In addition to posting this policy on the District's website, the District shall annually inform students, coaches, sport administrators, parents/guardians, volunteers and District employees that bullying, hazing and inappropriate behaviors are prohibited, by means of distribution of written policy, publication in handbooks, verbal instructions by the coach at the start of the season and/or posting of notice/signs. All Philadelphia Public League member coaches will be required to annually complete the Bullying, Hazing & Inappropriate Behaviors online coursework through the National Federation of State High School Associations (NFHSLearn).~~

~~This policy, along with Policy 247 (Hazing), and Policy 249 (Bullying), procedures and Codes of Conduct, shall be provided to all school athletic coaches and volunteers affiliated with any athletic activity annually, prior to coaching an athletic activity or serving as a responsible adult supervising, advising, assisting or otherwise participating in an athletic activity.~~

Legal References:

1. 24 P.S. § 510
2. Philadelphia Public League (PPL) By-Laws
3. ~~**Policy 123.1 - Concussion Management and Sudden Cardiac Arrest**~~
4. ~~24 P.S. § 5352~~**Policy 218 - Student Conduct and Discipline**
5. ~~24 P. S. § 13-1302.1-A~~**Policy 320 - Freedom of Speech and Political Activities**
6. ~~Title IX of the Education Amendments of 1972~~**Policy 247 - Hazing**
7. **Policy 249 - Bullying/Cyberbullying**

Related Information:
~~**Related Information:**~~

-
~~Policy 247 (Hazing), and~~
~~Policy 249 (Bullying) procedures and~~
~~Student Codes of Conduct~~
~~National Federation of State High School Associations (NFHSLearn)~~

Administrative Procedures:

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 212
SECTION: 200 Pupils
TITLE: Policy 212 - Reporting of Student Progress
ADOPTED: April 27, 1981
REVISED: January 18, 2018

POLICY 212 - REPORTING OF STUDENT PROGRESS

Purpose

The **Board of Education ("Board")** ~~School Reform Commission~~ **is committed to welcoming every School District of Philadelphia ("District") parent and guardian and encouraging them to be partners in their child's school community. The Board also recognizes** ~~believes~~ that cooperation and communication between school and home is a vital component in the growth and education of each student. ~~The SRC acknowledges the school's responsibility to keep parents/guardians informed of student welfare and academic progress.~~[1] **The purpose of this policy is to develop consistency in communication and engage educators, students, and families in the process of improving student outcomes.**

Authority

As required by the Pennsylvania School Code, students in public schools shall be graded and classified through a system of measuring academic progress. ~~The SRC directs that the District's instructional program shall include a system of measuring all students' academic progress.~~[2][**3**]

~~The SRC directs the establishment of a system of reporting student progress that includes academic progress reports, grade reports, and parent/guardian conferences with teachers.~~

~~In order to ensure meaningful participation, parents/guardians whose dominant language is not English shall be offered appropriate interpretation and translation services for grade reports and other appropriate notices related to the reporting of student progress.~~

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of Academic Supports (OAS) in conjunction with the Chief of Schools Office (COS), to establish a system of reporting student progress that includes, but is not limited to, academic progress reports, grade reports, and parent/guardian conferences with teachers. OAS and COS ~~The Superintendent or designee~~ shall develop administrative procedures for reporting student progress to parents/guardians, including annual publication of marking guidelines which outlines the grading guidelines for reporting student progress in Kindergarten and grades ~~K-12~~**1 through 12**. The marking guidelines will be available to all parents/guardians on the District website.

All appropriate staff members, as part of their professional responsibility, shall comply with the systems established for measuring and reporting student progress.

Mandatory Regulatory Procedures:

~~Various methods of reporting, appropriate to grade level and curriculum content, shall be utilized.~~

Both student and parent/guardian shall receive warning of a pending grade of failure, or one that would adversely affect the student's academic status.

Scheduling of parent-teacher conferences shall occur at times and places that ~~ensure~~**promote** the greatest degree of participation by parents/guardians.

In order to promote meaningful participation, parents/guardians whose primary language is not English shall be offered appropriate interpretation and translation services for grade reports and other appropriate notices related to the reporting of student progress. [4]

~~Grade reports shall be issued at intervals of not less than nine (9) weeks.~~

~~Review and evaluation of methods of reporting student progress to parents/guardians shall be conducted on a periodic basis.~~

Legal References:

1. Pol**icy**~~.~~ 216 - Student Records
2. Pol**icy**~~.~~ 127 - Assessment**s** ~~System~~
3. **24 P.S. § 15-1531**
4. ~~Pol. 138 - English as a Second Language/Bilingual Education Program~~
4. **Policy 139 - Supporting Language Accessibility for Parents and Guardians Whose Primary Language is not English**

Related Information:

~~24 P.S. 510~~
~~24 P.S. 696~~
~~24 P.S. 1531~~
~~22 PA Code 4.11~~
~~Philadelphia Home Rule Charter - 12-300~~

Administrative Procedures:

Policy 212 Procedures

Administrative Procedures for Reporting of Student Progress
(Attachment for Policy No. 212)

Purpose

The School District of Philadelphia ("District") adopts these procedures to effectuate Board of Education Policy 212 - Reporting of Student Progress. The purpose of these Administrative Procedures is to develop consistency in communication and engage educators, students, and parents/guardians in the process of improving student outcomes.

Procedures

The following Administrative Procedures should be used when reporting student progress to parents/guardians and students, and when reporting student progress in the aggregate at the school or District levels.

Reporting Individual Student Progress to Parents/Guardians and Students

The District shall use various methods to report student progress which include, but are not limited to the following:

1. Report cards: Quarterly standardized report cards shall indicate student progress at regular intervals each year.
2. Interim reports: Interim reports shall contain updated information about student progress on graded work, and/or upcoming assignments or tests.
3. Parent-teacher conferences.
4. Other methods as determined by individual schools and in consultation with parents/guardians.

These methods are intended to:

1. Communicate students' current performance, relative strengths, areas for growth, and goals for the end of the current school year.
2. Ensure collaboration between various stakeholders to ensure the identification, coherence, and support to enhance the student learning.
3. Provide a summary of information regarding the student's mastery of skills and concepts, academic achievement, development, and attendance records.
4. Provide resources for parent-teacher conferences, report cards, written correspondence, electronic mail, and electronic reporting through the District network consistent with Board of Education Policies 213, 215, 216, and 217.

The Responsible Parties for Reporting Students Progress to Parents/Guardians and Students

1. School-level professional staff are responsible for implementing the instructional expectations and regularly documenting student progress in the systems established by the Office of Information Technology, in consultation with other program offices.

2. School-level professional staff are also responsible for participating in scheduled identified progress monitoring meetings that are established by the Office of Academics, Office of Schools, Office of Student Support Services, and/or individual schools, to discuss research-based practices to support students' needs that impact academic performance.
    a. For example:
        i. Individualized Education Plan Meetings
        ii. Multi-Tiered System of Support
        iii. Inter-Agency Conferences
        iv. Parent/Guardian Conferences
        v. Professional Learning Communities
        vi. Grade or content meetings

3. The Office of Student Support Services will develop and communicate the process for the translation of documents and translation services for effective communication among the District's diverse populations.

4. The Chief of Schools Office will develop and communicate the approved yearly calendar, that includes District-wide assessment dates, recording quarterly progress dates, and dates for reporting/collaborating on student progress to parents/guardians and students.

Methods of Grading Student Progress

1. The Office of Academic Supports will develop and communicate the expectations for grade level content, via instructional resources, and guidelines for measuring student progress for quarterly and annual reporting.

2. The District's marking guidelines for Kindergarten through Grade 12 are available on the District's website at: https://www.philasd.org/curriculum/curriculum-and-instruction/marking-guidelines/

3. Teachers must include timely opportunities for students to submit late work and makeup work procedures that promote student learning, engagement, and achievement.

4. Teachers can accept and award at least partial credit for late work turned in within three consecutive school days of the due date. Because of differences in short-term assignments, teachers have the option of giving students an alternative assignment. Students will be made aware of the deadline established by the teacher.

5. Accurate and complete documentation of each student's progress will be recorded by teachers in a timely manner.

The Process for Communication to Parents/Guardians and Students

1. Communications shall be timely and should reflect the availability of the following:

a. Phone calls, conferences, open houses, or parent education meetings;
b. Paper copies & electronic copies; and
c. Translation or interpretation of reporting documents and services as required by law and policy.

2. The reporting of progress must include the following:
   a. Conferences and/or meetings to accommodate the attendance of all necessary stakeholders, depending on the meeting type, options for either in person, by phone, or virtual meetings.
   b. Four progress reports, in the form of report cards, are communicated to parents/guardians throughout the school year by the following methods:
      i. Parent portal; and/or
      ii. Printed and distributed as needed and/or requested.
   c. Four interim reports are communicated to parents/guardians throughout the school year by the following methods:
      i. Parent portal; and/or
      ii. Printed and distributed as needed and/or requested.

3. The SDP Parent/Family and Student Portals gives parents/guardians and students access to a student's academic progress.
   a. The District provides support to parents/guardians regarding how to access and navigate the SDP Parent Portal.
      i. The following link provides additional contexts: https://www.philasd.org/face/fr/parent-and-family-portal/
      ii. IT Family Help Desk can be reached at the following links and numbers:
         1. https://www.philasd.org/ithelpdesk/
         2. FamilyTechSupport@philasd.org
         3. (215) 400-4444

4. The Office of Evaluation, Research & Accountability administers an annual District-Wide Survey where families and students have the opportunity to provide feedback about instruction, school-parent communication, and other topics.

5. Communications shall be in conformity with Policy 139 - Supporting Language Accessibility for Parents and Guardians Whose Primary Language Is Not English.

<u>The Process for Measuring and Reporting Student Progress in the Aggregate</u>

1. The Office of Evaluation, Research & Accountability will identify, communicate, train, and provide technical support regarding the District-wide assessment(s).

2. In collaboration with the Office of Academic Supports, the Office of Evaluation, Research & Accountability will communicate, train, and provide technical support regarding federal and Commonwealth assessments for student Progress Accountability, currently Pennsylvania System of School Assessment (PSSA), Keystone, Pennsylvania

Alternate System of Assessment (PASA), Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS), Preliminary Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), and NOCTI assessments.

3. The Chief of Schools Office will communicate the yearly student progress calendar with professional staff and stakeholders in accordance with Policy 803 - School Calendar.

4. The Chief of Schools Office, in conjunction with the Office of Academic Supports and the Family and Community Engagement Office, shall support each school leader to develop a communication plan for school-level progress monitoring meetings, interim reports, and quarterly progress report conferences.

5. Resources will be provided to school leaders about best practices for informing parents/guardians about student progress.

Maintenance Schedule:

These administrative procedures will be reviewed annually.

Related Information:

Policy 213 - Assessment of Student Progress
Policy 215 - Promotion and Retention
Policy 216 - Student Records
Policy 217 - Graduation Requirements

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 253
SECTION: 200 Pupils
TITLE: Policy 253 - Youth Suicide Awareness and Prevention
ADOPTED: June 16, 2016
REVISED:

POLICY 253 - YOUTH SUICIDE AWARENESS AND PREVENTION

Purpose

The ~~School District of Philadelphia (the District) adopts this Youth Suicide Awareness and Prevention Policy in acknowledgement of the District's commitment~~**Board of Education ("Board") is committed to protecting and supporting the mental health of students and** to maintaining ~~a~~ safe**, welcoming, and healthy** environments in ~~all~~**every School District of Philadelphia ("**District**")** schools~~ and; to protect the health, safety, and welfare of its students; to promote healthy development; and to safeguard against the threat, attempt, or completion of suicide among school-aged youth~~.

~~The impact of students' mental health on their academic performance and the effect of mental health issues and suicide on students~~ **Suicide impacts students** and the entire school community~~ are significant~~. **Therefore, the purpose of this policy is to promote the health, safety and welfare of students; promote healthy development; safeguard against the threat, attempt or completion of suicide among students; and maintain support for students and school communities in such events**. ~~Therefore, in order to ensure the safety and welfare of students, the District will establish prevention, risk assessment, intervention and postvention procedures; including educating school personnel and students on the risk factors, protective factors, actions and resources necessary to prevent suicide and promote mental well-being.~~

Definitions

~~**Behavioral Health Emergency:** When a student expresses, verbally or in writing, the desire or intention to inflect serious or life-threatening injury to him/herself or others.~~

~~**Gatekeepers:** Individuals in a community who have face-to-face contact with large numbers of community members as part of their usual routine. They may be trained to identify persons at risk of suicide and refer them for an assessment, treatment or supporting services as appropriate.~~

~~**Mental Health:** A state of mental and emotional being that can impact choices and actions that affect wellness.~~

~~**Non-Suicidal Self-Injury (NSSI)**: Self-injurious behavior without intent to die, often with goal to relieve distress, punish self, escape, or gain attention.~~

~~**Parent involvement:** Parents and guardians play a key role in youth suicide prevention, assessment, referral, treatment, and reintegration. Parent's/guardian's involvement includes: learning about the warning signs and risk factors for suicide, making decisions about their child's welfare and connecting their children to professional help when necessary. (Parents can reference the School District of Philadelphia, Prevention & Intervention Website for Warning Signs, Risks Factors and Resources).~~

~~**Postvention:** Programs and interventions for survivors following a death by suicide, designed to reduce the risk of suicide contagion through: assistance of the survivors to cope with a suicide death; addressing the social stigma associated with suicide; and disseminating factual information about the suicide death of a member of the school community.~~

Preparatory Acts: Acts or preparation towards making a suicide attempt, but before the potential for harm has begun. This can include anything beyond a verbalization or thought, such as assembling a method (e.g., buying a gun, collecting pills) or preparing for death by suicide (e.g., writing a suicide note, giving things away).

Protective Factors: Characteristics, (biological, psychological, and social), or conditions that may reduce risk and the likelihood of an individual attempting to take his/her life. Protective factors can include: receiving effective mental health care; positive connections to family, peers, community, and social institutions that fosters resilience; feelings of autonomy; and problem-solving skills. Protective factors do not entirely remove risk, especially when there is a personal or family history of depression or other mental illness.

Resilience: An individual's innate ability to persevere in the face of adversity, which reduces their risk of unhealthy outcomes. Resilience enables the individual to reach good outcomes. Factors that enhance a child's resilience pathway include: positive relationships with caregivers, peers, or a caring adult; internal strengths such as problem-solving skills, determination and hope; and environmental factors like effective schools and communities.

Risk assessment: An assessment interview of a student who may be at risk for suicide, conducted by the appropriate school staff (i.e., school psychologist, school counselor or school social worker). This interview is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and access to means, presence of support systems, level of hopelessness and helplessness, mental health status, and other relevant risk factors.

Risk Factors for Suicide: Characteristics or conditions that increase the chance that a person may try to take his or her life. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment. The large majority of people with mental disorders or other suicide risk factors do not engage in suicidal behavior. The more risk factors, the higher the risk for suicide. (Reference the School District of Philadelphia, Prevention & Intervention Website for Warning Signs, Risks Factors and Resources.)

School Connectedness: The belief held by students that adults and peers in the school care about them as individuals as well as about their learning. School-Wide Suicide Crisis Response: School emergency response to the serious harm or death of a student or staff by suicide.

Self-Harm (SH): Behavior that is self-directed and deliberately results in injury or potential for injury to oneself. This can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide. If self harm is a result of suicidal ideation or suicidal action, emergency referral procedures must be followed.

Student Suicide Crisis: An episode when a student is deemed at risk for suicide.

Suicidal Act or Suicide Attempt (SA): A self-injurious behavior for which there is evidence that the person probably intended to kill him/herself; a suicidal act may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as a wish to die and a desire to live, is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

Suicide Attempt Survivor: An individual who engaged in a self-directed behavior with the intent to die and survived.

Suicidal Behavior: Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

~~**Suicide Contagion:** When suicidal behavior or a suicide results in an increase in the suicidal behaviors of others. Guilt, identification and modeling are thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.~~

~~**Suicidal Ideation (SI):** Thoughts about wanting to be dead or about actively wanting to commit suicide. Even without a plan or intent, ideation should be taken seriously.~~

~~**Suicide:** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior.~~

~~**Suicide Loss Survivor:** A person who has experienced the suicide of a family member, friend, or colleague.~~

~~**Warning Signs:** Evidence-based indicators that someone may be in danger of suicide, either immediately or in the very near future. An evaluation by a mental health professional is essential to rule out the possibility of suicide and/or to initiate appropriate treatment. (Refer to the Behavior Health Emergency Procedure, Section 6, below, and the School District of Philadelphia, Prevention & Intervention Website.)~~

Authority

As required by the Pennsylvania Public School Code, the Board shall adopt a suicide awareness and prevention policy to promote the health and safety of its students. [1]

~~This policy shall describe procedures for several different activities along the continuum of suicide prevention in the school district. These activities include the following:~~

~~a) To provide protocol if a student expresses suicidal thoughts or intention of self-harm on District property, at any District-sponsored activity, on any District vehicle providing transportation to or from a school or District-sponsored activity~~

~~b) To provide school procedures following a student's suicide threat or attempt that does not occur on District property or during a Districtsponsored activity, but that is reported to any District personnel~~

~~c) To provide protocol for acute crisis response immediately after (e.g., same or next day) a student has died by suicide~~

~~d) To provide postvention protocol and activities to help the school community recover after a suicide event (the weeks following a suicide event)~~

~~e) To provide re-entry protocol for a student following hospitalization for suicidal ideation or suicide attempt~~

~~f) To provide at least 4 hours of gatekeeper training to all educators across the district every five years, fulfilling Act 71 mandate~~

~~g) To provide additional professional development in risk assessment, elevated risk factors and crisis intervention for school counselors, school social workers and psychologists.~~

~~h) To provide protocol for parental information notification and involvement.~~

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of Student Support Services, to promote the safety and welfare of students, to establish suicide prevention, risk assessment, intervention and postvention procedures; including educating school personnel and students on the risk factors, protective factors, actions, and resources necessary to prevent suicide and promote mental well-being. The administrative procedures shall contain the equivalent content as required by law. [1]

The **Office of Student Support Services**~~District~~ will notify ~~its~~ District employees~~, students, and parents/guardians~~ of this Policy **through annual training** and will post the policy on the District's website. **[1]**

Mandatory Regulatory Procedures:

~~Staff Development on Suicide Awareness and Prevention~~

~~District policies and procedures for suicide awareness and prevention are now mandated by Act 71. As part of the District's professional development plan, professional educators in all school buildings serving students in grades six (6) through twelve (12), shall participate in four (4) hours of youth suicide awareness and prevention training every five (5) years. Act 71 can be reviewed here: http://payspi.org/wp-content/uploads/2015/08/Act-71.pdf~~

~~Additional professional development in risk assessment and crisis intervention will be provided to school counselors, school social workers and school psychologists.~~

~~All District school-based personnel, including, but not limited to, administrators, teachers, school counselors, classroom assistants, support staff, secretaries, coaches, bus drivers, custodians, and cafeteria workers, shall receive information regarding the District's policy and procedures, risk factors, elevated risk factors, warning signs, protective factors, response procedures, referrals and resources, in order to raise suicide awareness and prevention measures.~~

~~This information will be posted online on the School District's website. More information about risk factors, protective factors and high risk groups can be found on the School District of Philadelphia website. This information will help inform school personnel in identifying and referring youth at risk.~~

~~Suicide Awareness and Prevention Education for Youth~~

~~Students will receive age- and developmentally-appropriate education on the importance of safe and healthy choices, coping strategies, how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, as well as help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help.~~

~~Lessons shall contain information on comprehensive health and wellness, including emotional, behavioral and social skills development. Literature on the current risk and protective factors and warning signs will be posted on the school district website. In addition, schools may provide supplemental small group suicide prevention programming for students.~~

~~**Student Suicide Crisis: The Behavioral Health Emergency Procedure: Identification, Risk Assessment, Response, Reentry and Documentation**~~

~~***If student needs immediate *medical* treatment, school staff should call 911.**~~

~~IDENTIFYING A CHILD AT RISK~~

~~All school personnel are responsible for looking out for the well-being of students. This includes being sensitive to signs that a student might have mental health distress. The mere presence of a risk factor, or belonging to a high risk group, does not in and of itself mean a student is at risk for suicide...~~

~~Some children show overt signs of suicidal risk, while some may show emotion or behaviors that make staff concerned about their well-being. While all school personnel are not responsible for evaluating suicide, all staff are, however, responsible for referring students to the principal or designee when a child presents with mood or behaviors of concern, or self-refers. In these situations, the following steps should be taken:~~

1. ~~**SECURE IMMEDIATE SAFETY:**~~
    1. ~~The staff member who identifies such a student must immediately notify the principal and/or designee~~
    2. ~~School staff will continuously supervise the student to ensure the student is never left alone; Staff~~

~~interacting with or around the student will maintain calm and open lines of communication.~~

3. ~~If student needs immediate medical treatment, school staff will call 911 and follow procedure 511.0 (see http://www.phila.k12.pa.us/offices/ administration/policies/principals/511.0.html).~~

2. **~~CONDUCT INITIAL RISK ASSESSMENT:~~** ~~When a student is identified by a staff person as a potential risk, as soon as possible within presentation, a Suicide Assessment for level of risk of danger will be conducted. The following steps will be taken:~~
   1. ~~The principal or designee will consult with the school psychologist/ counselor or their designee. Additional mental health assessment support will be consulted from provider mental health school-based supports. These may include: School Therapeutic Services, (STS) SAP Assessor, or Behavioral Health Rehabilitation Service (BHRS) provider. For any mental-health provider assisting in a suicide risk assessment, please ensure that the individual is a Master's Level staff: (for STS - Lead Clinician, for BHRS – Behavior Specialist Consultant or Mobile Therapist). For additional consultation, contact the assigned Prevention & Intervention Liaison.~~
3. **~~CATEGORIZE RISK LEVEL~~**~~: The school psychologist, school counselor or designee will assess for level of risk. The level of risk will determine the appropriate action.~~
   1. ~~ROUTINE: Intervention within five days. No active suicidal or homicidal ideation, but extreme distress and/or a history of suicidal/homicidal Behavior~~
   2. ~~URGENT: Intervention within 24 hours. Some current suicidal/homicidal ideation, but with no plan and with the ability of the child or adolescent and his/her family to contract for safety and carry out a safety plan.~~
   3. ~~EMERGENT: Immediate Intervention. Current suicidal/homicidal ideation with clear, expressed intentions, and/or plan, and/or access to means, and/or past history of carrying out such behavior.~~
4. **~~TAKE ACTION:~~**
   1. ~~For Routine and Urgent Situations: The school counselor, school psychologist or designee will:~~
      1. ~~Contact parent/guardian and invite them to an immediate Emergency Conference.~~
      2. ~~Assist the family/guardian to identify and invite appropriate and necessary supports, such as legal guardian, CUA, DHS and other supportive family members.~~
      3. ~~Assist family in connecting with existing mental health treatment providers, or assist in linking family to new mental health resources.~~
      4. ~~Obtain parent/legal guardian consents for release of information for new providers and ensure releases for active providers are current and signed by the current legal guardian.~~
      5. ~~Complete Parent Emergency Conference form, documenting reason for referral and recommendations (found at School District of Philadelphia/Prevention and Intervention website: http://webgui.phila.k12.pa.us/offices/p/preventionintervention/behavioral-health)~~
      6. ~~Conduct periodic check-in with student to continue to assess risk until stable~~
      7. ~~Follow up with parent/guardian and "released" provider to confirm linkage with mental health treatment and to obtain reports on progress~~
   2. ~~For Emergent Situations: (302/201 Psychiatric Examinations) The Department of Behavioral Health and disability Services provides 24/7 emergency behavioral health care and dispatches a Mobile Emergency Team (MET) to assess the needs of students experiencing behavioral/mental health crisis that requires immediate intervention. The school counselor, school psychologist or designee will:~~
      1. ~~Contact the assigned Prevention & Intervention Liaison to determine if a call for the Mobile Emergency Team is warranted.~~
      2. ~~If the Prevention & Intervention Liaison is not available, the school personnel will call the Behavior Health Emergency line at (267)-784- 7895, which is staffed by the School District of Philadelphia's Office of Prevention and Intervention.~~
      3. ~~If the Behavior Health Emergency line responder approves, the school personnel will immediately contact the Mobile Emergency Team~~
      4. ~~If the Behavior Health Emergency line responder provides alternate direction in lieu of contacting the MET, school personnel will follow those instructions.~~
      5. ~~Call Parent/legal guardian and invite in for immediate Emergency Conference, and complete~~

~~Parent Emergency Conference form • Involuntary Psychiatric Examination (302): If a psychiatric evaluation is warranted, but there is no consent, the MET will assist in the process for an involuntary psychiatric examination. This will require police transport and a school staff member that witnessed the behaviors to accompany the student.~~

6. ~~Complete Behavioral Health Emergency Form to accompany student to the Crisis Response Center. Voluntary Psychiatric Examination (201): The MET may provide assistance with voluntary commitments (201), but is NOT a vehicle for de-escalation or transporting students to hospitals or for services. MET will ONLY transport to Crisis Response Center if ALL of the following criteria are met: (1) a psychiatric examination is warranted; (2) the child is: 14 years old or older, and consents to exam; or child is under 14 and legal guardian consents and are present at the time of the MET assessment; and (3) time permits.~~
    1. ~~Complete Behavioral Health Emergency Form to accompany student to the Crisis Response Center.~~
7. ~~Submit Serious Incident Management System (SIMS) Report. (SIMS is completed for incidents which affect the health, safety and welfare of the pupils; employees and visitors; may be of a criminal nature; or may generate public concern.~~

~~RE-ENTRY PROCEDURE~~

~~The following is the re-entry procedure for a student returning to school following a mental health crisis (e.g., suicide attempt, psychiatric hospitalization):~~

1. ~~A school counselor or other designee will coordinate with the student, their parent or guardian, their teachers, and any outside mental health care providers~~
2. ~~Upon re-entry into school, the counselor or designee will enter and/or update the student into RTII/MTSS Level II/III process, for support planning and progress monitoring.~~
3. ~~If appropriate, a referral to the SAP assessor will be made to assist with obtaining further treatment referrals and resource linkages.~~
4. ~~The school counselor or designee will request that the parent/guardian provide the school with documentation from the child's mental health care provider that states that the child is no longer a danger to themselves or others.~~
5. ~~When authorized by the student's parent or legal guardian, the school counselor or other designee will coordinate with the appropriate outside mental health care providers to ensure mental health recommendations for the school and child are appropriately followed.~~
6. ~~The school counselor or mental health designee will conduct initial frequent check in's with the student, titrating frequency as dictated by the child's needs, to help the student readjust to the school community and to address any ongoing concerns.~~

~~DOCUMENT AND FOLLOW-UP~~

~~The counselor or designee will:~~

~~? Complete and send Counselor Emergency Report (page 1) and Parent Emergency Conference Form to the assigned Prevention & Intervention Liaison (FAX: 215-400-4223) within 24hrs of incident~~

~~? Obtain a School District of Philadelphia Release of Information for the treatment facilities (emergency room-CRC and/or inpatient psychiatric facility and/or partial hospital), if not already obtained.~~

~~? Follow up with the parent/guardian and treatment facilities, as authorized by the legal guardian, to participate in hospital's discharge planning meetings.~~

~~? Follow up with the treatment facility, as authorized by legal guardian consent for release of information, to obtain both the discharge plan summary and the psychiatric evaluation.~~

~~? Upon reentry into school, enter student into RtII/MTSS Level II/III data base.~~

~~? Document 7-day and 30-day follow-up using page 2 of Counselor Emergency Report.~~

? Retain copies of all above documents in student's confidential file

Response to School-wide Suicide Crisis

SCHOOL SAFETY/CRISIS RESPONSE TEAM

Each District school shall establish a School Safety/Crisis Response Team in compliance with the District's adoption (March 2007) of the National Incident Management System (NIMS). For the purpose of suicide response, the team may - Pg. 9 Page 9 of 11 include, but is not limited to, administrators, school counselors, school nurse, social worker, school resource officer, teachers, and other members of the school's Student Assistance Program team. The team should also include individuals designated as coordinators and/or investigators on cases involving peer-to-peer harassment, as required under federal law. These individuals will help identify overlapping risk factors, including hostile environments created by persistent or severe harassment on the basis of gender, race, disability, or other protected classes.

For students with disabilities who are identified as being at risk for suicide or who attempt suicide, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.

RESPONSE TO SUICIDE OR SUICIDE ATTEMPT:

The first District personnel on the scene of a suicide or suicide attempt shall follow the District's crisis response procedures as outlined in the District Readiness and Emergency Management (REM) School Safety Plan and shall immediately notify the principal or designee. The principal or designee will immediately activate the District Incident Management System, as outlined in the District's School Safety Plan.

District personnel will immediately notify the parents or guardians of the affected student(s). If any mandated reporter suspects that a student's risk status is the result of abuse or neglect, that individual must comply with the reporting requirements of the Child Protective Services Law.

Postvention

Immediately following news of a student death by suicide, the school-based crisis response team will meet to develop and implement a postvention action plan to guide school response. The District's Prevention & Intervention Liaisons are available to facilitate and support the school team as needed. Each school is expected to follow the major Incident Crisis/Emergency Response Checklist as outlined by the Office of School Safety. This checklist can be found within the live Safety Plan completed by the school's safety team, annually.

In cases of Student/Staff Death:

? Notify Student Services for Prevention & Intervention (267)258-3236 or email: preventionandintervention@philasd.org
? Notify Assistant Superintendent
? Convene Safety/Leadership Team Meeting
? Prepare and distribute, with approval from the office of Communication, a Parent Notification Letter with resources for families (see School Safety Plan)
? Debrief, complete and submit Emergency/Crisis Intervention Report (See school safety Plan) to preventionandintervention@philasd.org or fax to (215)400-4223
? Submit Serious Incident Management System (SIMS) Report

Recommended Resources for Youth Suicide Awareness and Prevention

Crisis Intervention Resources (Emergency Services and Lifelines):

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~~Emergency Services in Philadelphia - Department of Behavioral Health and Intellectual disAbility Services (DBHIDS)~~ http://philadelphia.pa.networkofcare.org/mh/emergency-services.aspx

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~~Lifelines:~~

- ~~National Suicide Prevention Lifeline: 24-hour, toll-free for anyone in suicidal crisis or their friends and loved ones. 1.800.273.8255 (TALK). Callers are routed to the closest possible crisis center in their area. http://www.suicidepreventionlifeline.org~~
- ~~The Trevor Lifeline: The only nationwide, around-the-clock, crisis intervention and suicide prevention lifeline for LGBTQ young people, ages 13-24 1.866.488.7386~~
- ~~TrevorChat: Free, confidential, secure instant messaging service for LGBTQ young people, ages 13-24~~ http://www.TheTrevorProject.org

-

~~Non-Emergent Resources:~~

-

~~2012 National Strategy for Suicide Prevention: A report by the U.S. Surgeon General and the National Alliance for Suicide~~ http://www.surgeongeneral.gov/library/reports/national-strategy-suicide-preven tion/full_report-rev.pdf

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~~Act 71~~
http://payspi.org/wp-content/uploads/2015/08/Act-71.pdf

~~Act 71 Information page~~
~~www.payspi.org/act71~~

~~American Foundation for Suicide Prevention~~
http://www.afsp.org/

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~~"American Indian Life Skills Development/Zuni Life Skills Development" – University of Washington~~
http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=81

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~~Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ): Affirming service providers adhere to best practices guidelines for LGBTQ clients~~ http://www.apa.org/pi/lgbt/resources/guidelines.aspx

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~~Pennsylvania Youth Suicide Prevention Initiative (PAYSPI)~~
~~www.payspi.org~~

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~~"Signs of Suicide" Prevention Program (SOS)~~ http://www.mentalhealthscreening.org/programs/youth-prevention-programs/sos/

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~~Substance Abuse and Mental Health Services Administration (SAMHSA) – Suicide Prevention Information~~
http://www.samhsa.gov/suicide-prevention

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~~Suicide Prevention Resource Center~~
http://www.sprc.org/

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~~U.S. Department of Education, Office for Civil Rights (OCR), guidance related to disability discrimination and sex discrimination~~ http://www2.ed.gov/about/offices/list/ocr/publications.html#Section504

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~~Youth Suicide Warning Signs~~
http://www.youthsuicidewarningsigns.org/

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~~Attachment:~~

~~? Major Incident Crisis/Emergency Response Checklist~~

Legal References:

1. **24 P.S. § 15-1526(a-c)**

Administrative Procedures:

Policy 253 Procedures

Administrative Procedures for Youth Suicide Awareness and Prevention
(Attachment for Policy No. 253 and consistent with Act 71)

Purpose

The Board of Education ("Board") is committed to maintaining a safe and welcoming environment in all School District of Philadelphia ("District") schools and acknowledges the impact of suicide on students' mental health, academic performance, and ability to participate in activities that provide a well-rounded education. Suicide impacts students, families, and the entire school community. Therefore, the purpose of these administrative procedures is to promote the health, safety and welfare of students' development and to safeguard against the threat, attempt, or death by suicide among students, and to provide support in such events.

These administrative procedures shall describe procedures for several different activities along the continuum of suicide prevention in the District. These activities include the following:

a) To provide protocol if a student expresses suicidal thoughts or intention of self-harm on District property, at any District-sponsored activity, on any District vehicle providing transportation to or from a school or District-sponsored activity;
b) To provide school procedures following a student's suicide threat or attempt that does not occur on District property or during a District sponsored activity, but that is reported to any District personnel;
c) To provide protocol for acute crisis response immediately after (e.g., same or next day) a student has died by suicide;
d) To provide postvention protocol and activities to help the school community recover after a suicide event (the weeks following a suicide event);
e) To provide re-entry protocol for a student following hospitalization for suicidal ideation or suicide attempt;
f) To provide at least 4 hours of gatekeeper training to all educators across the District every five years, fulfilling Act 71 mandate;
g) To provide additional professional development in risk assessment, elevated risk factors, and crisis intervention for school counselors, school social workers, and psychologists;
h) To provide protocol for parental information notification and involvement;
i) To provide student awareness education.

Procedures

These Administrative Procedures shall apply in any situation where a student is expressing suicidal ideation or threats, including verbal or physical behaviors, on school property, at any school-sponsored activity, or on any public vehicle providing transportation to or from a school, or portal to portal, or school-sponsored activity. These administrative procedures shall also apply following a suicide threat or attempt that does not occur on school grounds or during a school-sponsored activity, but that is reported to any school personnel. In conformity with Pennsylvania Law, the District has developed resources and protocols for the the following situations and requirements:

a) Protocol if a student expresses suicidal thoughts or intention of self-harm on District property, at any District-sponsored activity, on any District vehicle providing transportation to or from a school or District-sponsored activity:
   i) The District's protocol in this respect can be found at the following LINK.
   ii) Other than linked above, the Department of Transportation Services will follow normal incident protocols for student expressions of suicidal thoughts or intentions of self-harm on District transportation.
b) Protocol following a student's suicide threat or attempt that does not occur on District property or during a District sponsored activity, but that is reported to any District personnel:
   i) The District's protocol in this respect can be found at the following LINK.
c) Protocol for acute crisis response immediately after (e.g., same or next day) a student has died by suicide:
   i) The District's protocol in this respect can be found at the following LINK.
d) Protocol and activities to help the school community recover after a suicide event (the weeks following a suicide event):
   i) The District's protocol in this respect can be found at the following LINK.
e) Protocol for a student following hospitalization for suicidal ideation or suicide attempt:
   i) The District's protocol in this respect can be found at the following LINK.
f) Protocol for at least 4 hours of gatekeeper training to all educators across the district every five years, fulfilling Act 71 mandate:
   i) The District provides an hour of training on Cornerstone annually to all staff and requires certain school staff to complete the same. The list of staff that completed the training will be stored and maintained in Cornerstone. The list will be reviewed by the Office of Prevention and Intervention for compliance. On a regular basis, the training materials will be reviewed for quality and applicability to the District setting.
g) Provide additional professional development in risk assessment, elevated risk factors and crisis intervention for school counselors, school social workers and psychologists:
   i) The District offers various professional development opportunities in risk assessment, etc. throughout each year.
h) Provide protocol for parental information notification and involvement:
   i) The District's protocol in this respect can be found at the following LINK.
i) Student Awareness Education:
   i) The District is implementing the evidence-based Signs of Suicide (SOS) program to provide suicide awareness education to students, staff, and families. SOS teaches students how to identify signs of depression and suicide within themselves and friends. Additional mental support is available during and after this training for students. Additionally, the program provides training for parents, community, and school staff, in addition to their yearly training, that focuses on teaching them to recognize at-risk students and what next steps to take to support that youth.

Maintenance Schedule

These Administrative Procedures shall be reviewed upon review of the policy, or on an as needed basis.

Related Information:

Recommended Resources for Youth Suicide Awareness and Prevention

Crisis Intervention Resources (Emergency Services and Lifelines):

Emergency Services in Philadelphia:

- **9-1-1**

- **Nearest Hospital Emergency Department**

- **Mental Health Delegate 24/7:** Compassionate, trained professionals are available 24-hours a day, 7 days a week. Callers will receive counseling, guidance and direction for receiving prompt evaluation and treatment services. If needed, they will come to your home, school to complete the assessment. (215) 685-6440

- **Philadelphia Children's Crisis Response Center**: 24/7. The center serves children and adolescents, ages 3-17. Philadelphia Children's Crisis Response Center treats children and adolescents experiencing an acute mental health crisis. 3300 Henry Avenue, Falls Center 2, Suite 3N, Philadelphia, PA 19129. (215) 878-2600 https://www.philachildrenscrc.com

- **PATH Children's Urgent Care Center:** The UCC serves children/youth who are experiencing a serious behavioral health issue that needs to be addressed as soon as possible. Ages served: 3-18, as well as those youth 18-21 who continue to receive children's services if they continue to be enrolled in school, or they continue to be in the custody of DHS. If hospitalization (partial or inpatient is needed, this service is not appropriate). 1919 Cottman Avenue, Philadelphia, PA 1911. (215) 728-4651 http://www.pathcenter.org/bh/Children's%20Urgent%20Care%20Center.htm

Lifelines:

- Dial 988 Suicide Prevention Hotline: 24 hours a day 7 days a week, PLEASE talk to someone if you are in a crisis. Just dial 988 https://988lifeline.org/help-yourself/youth

- The **Philly HopeLine**: (833) PHL-HOPE/ (833) 745-4673. The Philly HopeLine is an award-winning free and confidential helpline run by Uplift Center for Grieving Children

in partnership with the School District of Philadelphia as a resource for students and caregivers. The HopeLine is staffed by Master's-level clinicians from Uplift. We offer dedicated service hours for grieving Spanish speakers and LGBTQ+ youth, and our interpretation line supports over 150 different language needs.

- Philadelphia Warm-line: (855)507-9276

- **Text "Brave" to 741-741** which connects to a Crisis Text Line, or Call 1-800-273-TALK (8255) if you feel you are in crisis and need to talk NOW.

- **National Suicide Prevention Lifeline**: 24-hour, toll-free for anyone in suicidal crisis or their friends and loved ones. 1.800.273.8255 (TALK). Callers are routed to the closest possible crisis center in their area. http://www.suicidepreventionlifeline.org

- **The Trevor Lifeline**: The only nationwide, around-the-clock, crisis intervention and suicide prevention lifeline for LGBTQ young people, ages 13-24 1.866.488.7386

- **TrevorChat**: Free, confidential, secure instant messaging service for LGBTQ young people, ages 13-24 http://www.TheTrevorProject.org

Non-Emergent Resources:

- All the Feels Student Journal

- 2012 National Strategy for Suicide Prevention: A report by the U.S. Surgeon General and the National Alliance for Suicide
  https://www.hhs.gov/surgeongeneral/reports-and-publications/suicide-prevention/index.html

- Act 71
  https://codes.findlaw.com/pa/title-24-ps-education/pa-st-sect-24-15-1526.html

- **American Foundation for Suicide Prevention**
  http://www.afsp.org/

- **Girl's Health.Gov**
  The "Your Feelings" section offers support and information to teenage girls about mental health and emotional well-being, recognizing when to get help, and who to turn to for support.
  https://www.girlshealth.gov/feelings/index.html

- **Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ)**: Affirming service providers adhere to best practices guidelines for LGBTQ clients
  http://www.apa.org/pi/lgbt/resources/guidelines.aspx

- **NAMI Teens and Young Adults**
  Information on this website includes how to recognize the signs of mental illness, how to help a friend, how to manage mental health while in college, and how to take charge of your mental health.
  https://www.nami.org/Your-Journey/Kids-Teens-and-Young-Adults

- **NIH: FAQ About Suicide**
  Suicide is a leading cause of death in the United States and a major public health concern. When a person dies by suicide, the effects are felt by family, friends, and communities. This brochure, developed by the National Institute of Mental Health (NIMH), can help you, a friend, or a family member learn more about the warning signs of suicide, ways to help prevent suicide, and effective treatment options.
  https://www.nimh.nih.gov/health/publications/suicide-faq

- **MentalHealth.Gov for Educators**
  Educators are often the first to notice mental health concerns in their students. This website provides ways educators, families, and caregivers can help young people, students and their families who may need mental health support and resources.
  https://www.mentalhealth.gov/talk/educators

- **"Signs of Suicide" Prevention Program (SOS)**
  SOS overview

- **Substance Abuse and Mental Health Services Administration (SAMHSA**) – Suicide Prevention Information
  http://www.samhsa.gov/suicide-prevention

- **Suicide Prevention Resource Center**
  http://www.sprc.org/

- **The Jed Foundation- Protecting Emotional Health and Preventing Suicide**
  Transitioning into adulthood can bring big changes and intense challenges. The Jed Foundation (JED) empowers teens and young adults with the skills and support to grow into healthy, thriving adults.
  https://jedfoundation.org

- **Youth Matters Philly**
  Find What You Need When You Need It: A web app designed to help vulnerable Philly youth locate & rate community resources
  https://www.youthmattersphilly.org

- **Youth Suicide Warning Signs**
  http://www.youthsuicidewarningsigns.org

- **Youth Suicide Definitions**

Important Youth Suicide Definitions

Resources Recommended by PDE:

- A comprehensive set of resources for youth suicide awareness and prevention is accessible at PDE Suicide Prevention & Awareness
- Suicide Prevention Task Forces: are groups of dedicated individuals that are committed to reducing the number of suicides and offering support to those who have been touched by suicide within their communities/counties in Pennsylvania.
- List of County CASSP and Children's Behavioral Health Contact Persons
- List of County Crisis Intervention Services
- Oct. 2014 Dear Colleague Letter related to peer harassment of students with disabilities
- SAMHSA's Preventing Suicide: A Toolkit for High Schools
- Services for Teens at Risk (STAR-Center)

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 800
SECTION: 800 Operations
TITLE: Policy 800 - Records Management
ADOPTED: June 24, 2021
REVISED:

POLICY 800 - RECORDS MANAGEMENT

Purpose

~~The Board of Education ("Board") recognizes that as a governmental agency performing a wide range of educational, personnel, financial, legal, and business functions, the School District of Philadelphia ("District") generates and receives an extensive variety of written and electronic records. Sound business practices and legal and regulatory requirements dictate that many of these records be maintained in a retrievable manner for prescribed periods of time.~~

The purpose of this policy is to require the **School District of Philadelphia ("**District**")** to establish and maintain a records management **process** ~~system~~ that defines District staff responsibilities and complies with federal and state laws and regulations.

Definitions

~~**Electronic mail (email) system:** A system that enables users to compose, transmit, receive, and manage text and/or graphic electronic messages and images across local area networks and through gateways connecting other networks. This information consists primarily of messages but may include attachments such as calendars, directories, distribution lists, word processing documents, spreadsheets, and other electronic documents.~~

~~**Litigation hold:** A communication ordering that all records and data relating to an issue being addressed by current or potential litigation or investigation be preserved for possible production during the current or potential litigation or investigation.~~

~~**Records:** Information, regardless of physical form or characteristics, that documents a transaction or activity of the District and that is created, received, or retained pursuant to law or in connection with a transaction, business, or activity of the District. The term includes a document, paper, letter, map, book, tape, photograph, film, or sound recording, information stored or maintained electronically, and a data-processed or image-processed document. [1][2]~~

~~**Records retention schedule:** A comprehensive listing of district records stating retention periods and proper disposition of District records.~~

~~**Records management system:** The system implemented by the District for the retention, retrieval, and disposition of all records generated by District operations~~.

Authority

As required by the Pennsylvania Public School Code, the **Board of Education ("**Board**")** shall retain, as a permanent record of the District, Board minutes, annual auditor's reports, and annual financial reports.**[1]** All other financial records, including financial account books, orders, bills, contracts, invoices, receipts, and purchase orders, shall be retained by the District for a period of not less than six (6) years.[~~3~~**1**]

All other District records shall be retained in accordance with state and federal law and regulations and the District record retention schedule(s). ~~The District shall make a good-faith effort to comply with all proper requests for record production. Selective destruction of records in anticipation of litigation is forbidden. [4][5]~~

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Records Management Office, to develop and maintain, in consultation with the Chief Information Officer and Office of General Counsel ("OGC"), a records management **process** ~~system~~ for the District that complies with legal and regulatory requirements and this policy **in consultation with program offices.**

The Records Management Office shall be responsible to:

1. Ensure that training is provided to appropriate District staff members. ~~Such training may include:~~
    1. ~~Operation, care, and handling of equipment and software;~~
    2. ~~Instructions on using the records retention schedule(s);~~
    3. ~~Procedures and responsibilities of District staff in the event of a litigation hold;~~
    4. ~~Identification of what is and what is not a record; and~~
    5. ~~Protocols for the categorization, retention, transfer, storage, preservation, and disposal of records.~~
2. **Create and maintain administrative procedures, a Record Center User's Guide ("User's Guide"), and a Records Retention Schedule to provide guidance on which records must be maintained; how to effectively maintain, catalog, and dispose of records; and how to proceed in the event of a litigation hold. [2][3]**
3. Review all records retention schedule(s) ~~annually~~ **as needed** to ensure that record descriptions and retention periods are updated as necessary.
4. Annually notify District schools and offices of the**ir obligations under this Policy and the related documents and provide guidance in conjunction with OGC and the Information Technology office ("IT"). It is the responsibility of each program office to monitor compliance.** ~~records to be packed for storage or disposed of and ensure that all identified records are properly transferred, stored, or disposed. Each school or office shall conform to these requirements in a timely manner.~~
5. ~~Periodically evaluate the effectiveness and implementation of the records management system and recommend changes as needed.~~

Each District school or office ~~shall appoint a records coordinator who~~ shall be responsible for ~~ensuring~~ the school's or office's adherence to the requirements of Board policy and records management ~~system~~ **processes, as well as for developing its own written protocol.**

Any individual granted access to District records ~~or data is~~ **shall comply with Board Policy, the Employee Code of Ethics, and Acceptable Use Policy.** ~~responsible for the legal and ethical usage of the information.~~

Mandatory Regulatory Procedures:

~~Records Management System~~

~~The District is committed to implementing procedures to effectively manage and provide necessary access to District records and data while ensuring the confidentiality, integrity, and availability of the information.~~

~~The District's records management system shall be the principal means for the retention, retrieval, and disposition of District records, including paper, electronic, and email records. The system shall not rely primarily on backup systems to manage the retention and disposition of records.~~

~~The Office of Records Management shall create and maintain a Record Center Users Guide ("Users Guide") which shall include:~~

1. ~~Criteria to distinguish records of the District from the supplemental personal records of individual employees. [6][7]~~

2. ~~System(s) of records storage and retrieval to be used, including in what form the records will be stored, maintained, reproduced, and disposed.~~
3. ~~Preservation and protection measures to protect the integrity of records and data.~~
4. ~~Procedures and employee designated for determining whether an item is a record.~~
5. ~~Procedures for adding, revising, or deleting records and data.~~
6. ~~Records retention schedule(s).~~
7. ~~Provisions for the storage and retrieval of records in the event of an emergency or disaster.~~
8. ~~Procedures to be implemented in the event of a litigation hold that immediately suspends disposition of all records relevant to the current or potential claim. Such procedures shall specify:~~
    1. ~~Who can initiate a litigation hold,~~
    2. ~~How and to whom a litigation hold is communicated,~~
    3. ~~Who will determine which records are subject to the litigation hold,~~
    4. ~~Who will be responsible for collecting and preserving such records and data,~~
    5. ~~Who will be responsible for monitoring and ensuring the District's compliance with the litigation hold, and~~
    6. ~~In what format the records will be collected.~~

~~When possible, records and data shall be stored in their original form, including metadata, such as creation date, author, type of file, etc.~~

For any record not covered by a records retention schedule, the Records Management Office, in consultation with the Chief Information Officer and OGC, as needed, shall determine how long the record shall be kept and recommend any necessary revisions to the retention schedule(s).

The District shall delete and/or dispose of records in a manner that protects any sensitive, proprietary, or confidential information or individual privacy rights, and helps conserve natural resources.

~~Records shall be indexed in an organized and consistent manner, reflecting the way the records will be retained and referenced for later retrieval.~~

~~Electronic Records~~

~~Electronic records shall be retained and disposed of in the same manner as records in other formats.~~

~~The District shall develop and maintain adequate and up-to-date documentation about each electronic record system. Documentation may:~~

1. ~~List system title and responsible employee(s) or office;~~
2. ~~Specify all technical characteristics necessary for reading or processing the records stored on the system;~~
3. ~~Identify all defined inputs and outputs of the system;~~
4. ~~Define the contents of the system, including records formats and database tables;~~
5. ~~Identify vital records and information;~~
6. ~~Determine restrictions on access and use; and~~
7. ~~Describe update cycles or conditions.~~

~~Email Records~~

~~Email messages, in and of themselves, do not constitute records. Retention and disposition of email messages depends on the function and content of the individual message.~~

~~Records on an email system, including messages and attachments, are District property and shall be retained and disposed of in accordance with the District's records retention schedule(s).~~

~~Email messages and attachments that do not meet the definition of records shall be deleted as required by District procedures.~~

~~Email records may be maintained as an electronic record or be printed and maintained as a paper record. For each email considered to be a record, the following information shall be retained:~~

1. ~~Message content,~~
2. ~~Name of sender,~~
3. ~~Name of recipient, and~~
4. ~~Date and time of transmission and/or receipt.~~

Contractors

Records created or maintained by contractors employed by the Board shall be retained and disposed of in accordance with the District's records management system. [**4**~~8~~]

Legal References:

1. ~~65 P.S. § 67.102~~
2. ~~Policy 801 - Public Records~~
3. 24 P.S. §5-518
4. ~~65 P.S. § 67.901~~
5. ~~Policy 828 - Suspected Financial Misconduct and Dishonesty~~
6. 65 P.S. § 67. 101-67.3104~~708~~
7. 20 U.S.C. § 1232g
8. 65 P.S. § 67.506

Administrative Procedures:

Policy 800 Procedures

Administrative Procedures for Records Management
(Attachment for Policy No. 800)

Purpose

These Administrative Procedures are to describe and guide the implementation and application of Policy 800.

Definitions

Document hold: A communication ordering that all records and data relating to an issue to be addressed by current or potential litigation or investigation be preserved for possible production during the current or potential litigation or investigation.

Records: Information, regardless of physical form or characteristics, that documents a transaction or activity of the District and that is created, received, or retained pursuant to law or in connection with a transaction, business, or activity of the District. The term includes a document, paper, letter, map, book, tape, photograph, film, or sound recording, information stored or maintained electronically, and a data-processed or image-processed document. This can include emails and texts.

Non-Record Materials: Items that are not created, received, or used in the process of transacting or communicating District business, policies, and decisions. Non-Record Materials may include, but are not limited to, extra copies of documents used or maintained for convenience of reference, stocks of publications, blank forms, library and museum material made or acquired and preserved solely for reference or exhibition purposes, notes, journals, diaries, and similar documents created by a District officer or employee for their own personal convenience, copies of documents in any media furnished to the public under the Pennsylvania Right-to-Know Law, advertisements, spam, junk mail, textbooks, instructional material, and preliminary drafts, working papers, and informational notes that have no impact on how information is interpreted or used or that otherwise have no value to the District. Non-Record Materials also include transitory messages which consist of material used to communicate information with short-term value that is not intended to formalize or perpetuate knowledge and does not set policy, establish guidelines or procedures, certify a transaction, become a receipt, or have a bearing on actions or decisions taken or not taken.

Procedures

I. Records Retention

The District records are generally comprised of business records and student records.

(1) Student Records

Student records include records pertaining to individual students which are maintained by the District.

(2) Business Records

Business Records include all records that are not considered Student Records as defined above.

(a) Non-Record Materials

Not all materials legally constitute records for purposes of this Policy and under law. Non-Record Materials are excluded from the definition of a Record and consist of items that are not created, received, or used in the process of transacting or communicating District business, policies, and decisions. Non-Record Materials may include, but are not limited to, extra copies of documents used or maintained for convenience of reference, stocks of publications, blank forms, library and museum material made or acquired and preserved solely for reference or exhibition purposes, notes, journals, diaries, and similar documents created by a District officer or employee for their own personal convenience, copies of documents in any media furnished to the public under the Pennsylvania Right-to-Know Law, advertisements, spam, junk mail, textbooks, instructional material, and preliminary drafts, working papers, and informational notes that have no impact on how information is interpreted or used or that otherwise have no value to the District. Non-Record Materials also include transitory messages which consist of material used to communicate information with short-term value that is not intended to formalize or perpetuate knowledge and does not set policy, establish guidelines or procedures, certify a transaction, become a receipt, or have a bearing on actions or decisions taken or not taken.

The Office of Records Management, in consultation with the Office of General Counsel (OGC) and the Office of Information Technology (IT) shall create and maintain Administrative Procedures, a Record Center Users' Guide ("Users' Guide"), and a Records Retention Schedule. Record retention periods are determined based on the content, nature, and purpose of the record and not on its format or the media on which the record is stored. Only the Office of Record Management and OGC can establish the records retention periods for each category of records and set retention periods based on legal, fiscal, administrative, and historical value. The Records Retention Schedule provides the minimum retention period the District is required to maintain for each District Record. All District and Board Staff and Board Members shall comply with the retention requirements as provided and shall follow the protocols established by the Office of Records Management to have each record properly disposed of once the record has met its retention period in the absence of document holds, described in Section IV, below.

Each program office shall develop, in conformity with the Records Retention Schedule, and maintain written protocols for records management and submit the same to OGC, the Office of Records Management, and IT. These protocols shall include the following:

(1) the location(s) (ex. Google Drive/hard drive/application/traditional file cabinet) where each type of record retention category is stored;
(2) the form(s) (ex. electronic/paper) in which each type of record retention category is stored; and

(3) processes for transferring and/or preserving records subject to retention or document hold(s) upon an employee's separation from the District.

Each program office shall consult with and notify the Office of Records Management, OGC and IT regarding changes to their protocols, or if changes to the Records Retention Schedule are necessary.

II. Records Storage and Destruction

Unless a document hold is in place, each District program office shall annually destroy records that have passed the retention schedule timelines. IT shall annually, prior to the conclusion of the fiscal year, send notification to all District program offices to destroy records in conformity with the Records Retention Schedule and Users' Guide and/or document hold and preserve any records that fall into a records retention category in conformity with that program office's written protocols.

A program office shall follow the Users' Guide and its own written protocols to manage documents that should be retained, stored and/or retrieved (ex. hard copy storage, external hard drive, off-site electronic storage).

A program office shall follow the Users' Guide when destroying records and submit a certification to the Office of Records Management/OGC and properly note the records being destroyed or stored, so they can be located at a later time. Records that have been disposed prior to submitting a certification must be reported to the Office of Records Management.

Non-record materials may be destroyed at any time without prior approval. Non-record materials that contain confidential information, including, but not limited to, social security numbers, student information, employee information, and information pertaining to legal or investigation matters must be destroyed or permanently deleted in a manner so that such information cannot be identified or retrieved.

District Records destroyed or damaged by fire, flood, natural disaster, environmental conditions, or lost due to theft or disposal-in-error must be immediately reported to recordsdestruction@philasd.org.

If there are any questions regarding whether a document is a record that should be preserved and/or which records retention category it falls under, then the program office should contact OGC and the Office of Records Management.

III. Document Holds

Upon receipt of a document hold, District staff shall not delete, destroy or alter any records responsive to the hold. District staff should also gather documents and/or the physical or electronic location of documents that are sought and provide the same to OGC. If there is any question as to whether a document falls within the parameters of a document hold, District staff

should preserve the document. Any ambiguities are to be resolved in favor of retaining documents. All document holds should be sent to OGC, IT and the Office of Records Management, unless specifically prohibited.

OGC shall notify, upon a reasonable expectation of litigation or actual notice of litigation or investigation, all District program offices and/or staff that could have documents that are related to or regarding the matter which it has determined the District has a legal obligation to preserve. The notification shall define the subject matter of the documents that should be preserved indefinitely and not destroyed, as well as the definition of "documents."

The District shall make a good faith effort to comply with all proper requests for record production. Selective destruction of records in anticipation of litigation is forbidden. If you receive any request for production of documents or information from any person or entity outside of the District, you must promptly notify the OGC, unless you are advised by the District's Office of Inspector General or a law enforcement or judicial agency not to do so.

IV. Training

The Records Management Office, in conjunction with IT and OGC, shall provide training to appropriate District staff members. Such training may include by way of example:

a. Instructions on using the records retention schedule(s).
b. Procedures and responsibilities of District staff in the event of a document hold.
c. Identification of what is and what is not a record.
d. Protocols for the categorization, retention, transfer, storage, preservation and disposal of records.

Maintenance Schedule

These Administrative Procedures shall be reviewed on an as needed basis.

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 814
SECTION: 800 Operations
TITLE: Policy 814 - Copyright Material
ADOPTED: April 27, 1981
REVISED: May 18, 2017

POLICY 814 - COPYRIGHT MATERIAL

Purpose

The Board of Education ("Board") respects the rights of copyright owners and does not authorize or condone improper duplication or use of copyrighted materials. Furthermore, the Board wishes to promote the production and use of high quality materials in the educational program to provide for enriching and well-rounded education experiences. The purpose of this policy is to guide School District of Philadelphia ("District") staff and students in the responsible use of copyrighted materials and to build their understanding of appropriate uses.

Definitions

~~Under the fair use doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. In order for the duplication or alteration of a product to fall within the bounds of fair use, four (4) standards must be met:~~

1. ~~*Purpose And Character Of The Use* – The use must be for such purposes as teaching or scholarship and must be nonprofit.~~
2. ~~*Nature Of The Copyrighted Work* – Staff may make single copies of: book chapters for use in research, instruction or preparation for teaching; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals or newspapers.~~
3. ~~*Amount And Substantiality Of The Portion Used* – Copying the whole of a work cannot be considered fair use; copying a small portion may be considered fair use if appropriate guidelines are followed.~~
4. ~~*Effect Of The Use Upon The Potential Market For Or Value Of The Copyrighted Work* – If resulting economic loss to the copyright holder can be shown, making even a single copy of certain materials may be an infringement; and making multiple copies presents the danger of greater penalties.~~

Authority

~~The School Reform Commission emphasizes that f~~**F**ederal law **generally prohibits** ~~makes it illegal for anyone to~~ **duplication or use of** copyrighted materials without permission. ~~The SRC acknowledges that severe penalties are provided for unauthorized copying of audio, visual, software, online or printed materials unless the copying falls within the bounds of the fair use doctrine.~~[1]

Delegation of Responsibility

~~Staff may make copies of copyrighted school district materials that fall within the established administrative procedures. Where there is reason to believe the material to be copied does not fall within the administrative procedures, prior permission shall be obtained from the principal.~~

~~Staff members who fail to adhere to this policy and administrative procedures may be held personally liable for copyright infringement.~~

~~Staff members shall be responsible for instructing students in fair copyright practices and academic integrity, including guidance on citing resources appropriately.~~

The Board directs the Superintendent or their designee, through the Offices of General Counsel, Academic Support, and Information Technology, to develop Administrative Procedures that guide District students and staff in their responsibility to comply with copyright law and make determinations regarding whether an intended use of intellectual property is permissible. When permission is required for the lawful use of copyright materials, permission must be obtained by the individual planning to use the copyrighted materials prior to the use.

Mandatory Regulatory Procedures:

materials absent permission from copyright owners, or some other legal exception.[1] ~~It is the policy of the district that~~~~l~~**All** professional materials produced by ~~d~~**D**istrict employees, in execution of official duties, shall be the sole property of the District to ~~protected by~~ copyright. The copyright shall be in the name of ~~t~~**T**he School District of Philadelphia. [2][3]

The ~~It is the policy of the~~ **D**istrict **shall** ~~to~~ deny requests for copies of documents that are marked as protected by a copyright of a third party. However, those documents may be available for inspection, subject to any applicable law restricting access to exempt, privileged or confidential information. [4]

Legal References:

1. 17 U.S.C. 101 et seq
2. 17 U.S.C. 101, 201(b)
3. Pol**icy** 319 - Outside Activities
4. 65 P.S. § 67.3101.1
5. 17 U.S.C. 106

Administrative Procedures:

Policy 814 Procedures

Administrative Procedures for Copyright Material
(Attachment for Policy No. 814)

Purpose

The purpose of the following administrative procedures is to provide concrete guidance to District staff and students about (1) what copyright is and (2) how to permissibly use copyrighted materials in the following situations:

- In-person classroom teaching;
- Online classroom teaching;
- School performances in music, theater, and dance;
- Creating reports, presentations, or curricular resources;
- Multimedia projects, such as videos, art, or podcasts;
- Making copies for people with disabilities; and
- Making copies for libraries and archives.

Definitions

Copyright: A system of intellectual property that gives authors of creative works a bundle of exclusive rights over those works. Creative works include artistic works — like paintings, photographs, or sculptures — written music and sound recordings, audiovisual works, architectural plans and the architectural work itself, choreography, and written works, including computer programs. [1]

Derivative works: To make new works using or changing the medium of the copyrighted material in the original. [2]

Exclusive Rights: Copyright holders are the only people who can permissibly (1) make copies of the work; (2) to make new works using or changing the medium of the copyrighted material in the original; (3) to sell, rent, or lend copies of the work; (4) perform the work publicly (for sound recordings, this includes streaming it to be heard in a public place) and (5) to display the work publicly; unless another exception applies. [3]

Fair Use: This doctrine allows for certain uses of copyrighted materials without permission from the copyright holder, determined on a case-by-case basis by weighing the four factors codified in federal copyright law. Allowable uses typically promote artistic and scientific progress without infringing on the copyright owner's exclusive right to make money off the work. [4]

Licensed: A work is licensed when you have received permission from the copyright holder for your intended use of the work. Crediting the author is not the same as receiving permission to use the work. A license can be solicited — you have specifically sought out permission from the copyright holder to use their work for a specific purpose — or it can accompany the work, like Creative Commons licenses or open licenses.

Public Domain: a work is in the public domain when it no longer has any copyright protections. Works available in public spaces or on the internet are not necessarily in the public domain, and you should assume works you find on the internet are protected by copyright until you find evidence otherwise. Works that are in the public domain are free for anyone to use, copy, perform, record, or change. There is no complete list of works in the public domain, but many older dramatic and musical works will be public domain (e.g., original Shakespeare texts). All works produced by the U.S. federal government are public domain. [1]

Public Performance: presenting a copyrighted work at a place open to the public or at any place where a substantial number of persons outside of a normal circle of a family and its social acquaintances is gathered. Examples include:

- film festivals
- meetings, programs, and events at schools or the Central Administration Office
- movie nights sponsored by student or other groups

Exceptions include:

- individual viewing
- home viewing with family and friends
- classroom viewing
- viewing in small groups, such as in a group study room

Procedures

I. Guidance for Fair Use Generally [4]

Under the fair use doctrine, uses of copyrighted materials without the explicit permission of the copyright holder are acceptable for such purposes as criticism, comment, news reporting, teaching, scholarship or research.

For the copying, altering, or use of a work to fall within the bounds of fair use, four (4) criteria must be met:

A. *Purpose And Character Of The Use* – The use must be for such purposes as teaching, scholarship, criticism, or comment, and the use should be nonprofit. Uses that critique or comment on the original work, such as parody, a critical review of a work, or
B. *Nature Of The Copyrighted Work* – Artistic, creative works such as paintings, plays, music, and poems are entitled to more creative protections than more factual-based works such as newspaper articles or news reports.
C. *Amount And Substantiality Of The Portion Used* – Copying or using a small portion of the work may be considered fair use; do not copy the entire work.
D. *Effect Of The Use Upon The Potential Market For Or Value Of The Copyrighted Work* – If resulting economic loss to the copyright holder can be shown, making even a single copy of certain materials may be an infringement; and making multiple copies presents the danger of greater penalties.

II. Using Copyrighted Materials for Classroom Teaching

Teachers should use high-quality materials that enhance student learning, but must balance this with respecting the rights of creators. Many copyrighted materials may be used in the classroom; however, restrictions may apply on use outside of the classroom or on duplication or posting online.

- Materials created by the educator or for which the educator has obtained permission from the copyright holder.
    - For example, a lesson plan you make yourself is acceptable to use.
- Materials purchased, licensed, or created for use by educators by the school, District, or State.
    - For example, if the school or District has purchased novels or movies and they are available in the school library, they are acceptable to use in the classroom.
    - Materials borrowed from the public library are also acceptable to use.
- Materials that indicate they are licensed for general educational use,
    - e.g., through a Creative Commons License or otherwise clear statement of the copyright holder.
- Materials that are in the public domain.
    - For example, a Dickinson poem.
- Uses of materials that meet the criteria outlined in "*Guidelines for Classroom Copying in Not-For-Profit Educational Institutions*" [5]

A. Fair Use Guidance for Classroom Teaching

This Section will describe common use scenarios that arise when teachers or students use other's works during face-to-face classroom instruction. Section V, below, covers scenarios when using others' work to create new works while at school.

1. The widely accepted minimum standards for fair use for making copies of copyrighted works in education settings can be found in a document entitled "*Guidelines for Classroom Copying in Not-For-Profit Educational Institutions*." [5]

KEY TAKEAWAYS:

- Do not create copies of individual works to create substitutes for collective works like anthologies or compilations.
- Do not copy works intended to be consumable like workbooks, tests and test booklets, answer sheets, etc.
- Do not give students copies without the copyright notice.

B. Performing Dramatic or Musical Works in Classroom Settings for Instructional Purposes [6]

1. If, during normal in-person teaching activities, you will be performing or playing music for instructional purposes (e.g., reading a scene from a play for drama or English classes, practicing a song in music class, playing music to interpret the lyrics), you do not need a license.
2. Having a student play a song at an assembly during school hours, so long as it is not open to those outside the school community and will not be posted online for anyone to watch at home, is also permissible without a license.

C. Playing Videos or Audio in the Classroom and Instruction [6]

1. As long as you reasonably believe you are acquiring audio/video/images from a source that has appropriate copyright permissions itself, then neither you nor your students need permission from the source or the copyright holder to play/show/perform the materials in face-to-face classroom instruction.
2. However, most major streaming services, such as Netflix, Hulu, and Amazon Prime, **do not authorize** the use of their services for "public performance," including use in classrooms, in their terms and conditions. [7]
    a) To avoid violating these terms and conditions, do not use your personal streaming services account to play movies, music, or other content. You may use your personal account **only to stream content specifically licensed for educational use or public performance on these platforms**. For example, Netflix licenses some of its documentaries to be played in the classroom for educational purposes.
    b) Do not make copies of any works used in face-to-face instruction, including making compilations or clips or recordings.

D. Special Considerations in Using Copyrighted Materials for Online Learning [8]

1. You may use copyrighted material for online learning much in the same way as discussed above. Specifically:
    a) The work being played, performed or displayed can't be sold for use as part of online learning courses (unless it is the material purchased and licensed by the District for use in online learning);
    b) The copy must be from a source that has appropriate copyright permissions itself;
    c) The work must be shown by the teacher, at the direction of the teacher, or under the teacher's supervision as part of the course offered by the school;
    d) It must be directly related to the course content;
    e) The work is shown only to students in the course, to the extent technologically feasible;

f) You must provide notice that the material is subject to copyright protections;
g) You do not retain the work for longer than the class session; and
h) You do not further copy or distribute the work.

III. Using Copyrighted Materials in School Performances Outside of the Classroom

A. You may perform all public domain or open licensed plays, music, dances, or speeches. Otherwise, except for as mentioned below, public performances of other works will require obtaining a license from the copyright holder.
    1. If you wish to take creative liberties and make changes to an existing dramatic work for a performance, such as swapping the gender of characters, changing the setting, or altering certain aspects of dialogue, this requires permission from the copyright holder. Therefore, you may want to consider producing a play that is already in the public domain.
B. Exception for public non-dramatic music performances (e.g. band, orchestra, poetry slams) that will not be recorded or live-streamed by the District or school: [2][9]
    1. These performances may be open to the public, but may not be "transmitted" to other places.
    2. If a performance is going to be recorded so that parents can buy copies, or live streamed so people can watch it at home, then the District/school must obtain a license.
    3. If the performance is going to be recorded so that students can watch it in class and learn from it, or for archival purposes, and it won't be shared more broadly, the performance would not require a license.
    4. You cannot charge admission, or the admission fees must only be used for production costs or educational purposes, and the copyright holder must not object to the performance (they need not be directly notified).
C. Obtaining Performance Licenses
    1. If a work is not in the public domain or does not meet the exception outlined in II.B. above, then it will require a license.
        a) Fees for licenses vary significantly depending on the nature of the work and the nature of the performance.
        b) Not every work is available to be licensed: this is especially true of recent popular plays and musicals.
    2. Theater and Dramatic Musical Productions
        a) Determine which play(s) you are interested in producing.
        b) Determine which publishing house owns the rights to the play.
        c) Determine if the play is available to be licensed (copyright holders may not license performances of especially recent and popular plays or musicals).
        d) Contact the publishing house in writing with details of your request.

e) The American Association of Community Theater has a guide to obtaining performance rights for plays and musicals. Note that royalty fees do not include the cost of scripts.

3. Music Performances not meeting Section B, above.
   a) Determine which songs you are interested in performing.
   b) Identify the songwriters, lyricists, and composers of the song. This is not always the same as the performer of a recorded song.
   c) Search for the publishing house that own the rights to that particular song.
   d) The National Association for Music Educators (NAfME) has detailed guides available on acquiring copying, performance, and recording licenses for music.
4. Each District
   a) Legal: If you need to purchase the license and/or sign any documents to obtain the license, you should contact Office of General Counsel before signing any agreement. *See*, https://www.philasd.org/generalcounsel/contact/

★ Licensing timelines vary depending on the type of licenses acquired.
★ Licenses for plays or musicals are typically limited to the duration of a planned run: the number of times you plan to perform the play publicly determines the cost.
★ Music licenses often allow for longer terms.

IV. Using Copyrighted Materials in Curriculum Guides, Staff Training Materials, and Other Resources

It is also important to consider the use of copyrighted materials in our own District materials. For example, photos and other kinds of images are often useful for conveying information in curriculum guides or training materials (powerpoints about prevention and intervention; a guide to storing records; or diversity, equity, and inclusion training). Some of these materials may also be copyrighted.

A. Using Images

1. Okay to use:
   a) You may use images you create yourself, such as making your own diagram explaining the relationship between different concepts or use photos you personally took.
   b) You may also use images in the public domain or that are licensed for non-commercial use, e.g., images contained in the Creative Commons (*see* links in the "Resources" below).
2. Not okay to use unless license:[3]
   a) A screenshot you take of a copyrighted website, online textbook page, etc.
   b) "derivative work" as define above

(1) Be sure that the license indicates you can make changes to the work

B. Linking to Copyrighted Materials such as Videos or Instructional Materials

1. Linking to properly copyrighted materials is permissible. [10] [11]
2. However, linking to materials that themselves violate copyright laws, such as pirated copies of movies or books, is a form of copyright infringement, so you must link only to the original source of the copyright or the properly licensed sources. [10][12]

V. Using Copyrighted Materials when Creating Videos, Art, or Other Multimedia Projects

Staff, teachers, and students, may want to create videos, art, podcasts, or other multimedia content as part of their work for the District or their studies. The District encourages this creativity and new ways of presenting information or ideas, and stresses that this can be done so long as the intellectual property rights of other creators is respected.

- ★ For works where a specific video clip, image, or sound is not necessary to the purpose, first look for Public Domain, Creative Commons or open-licensed works, and royalty-free music.
- ★ Youtube has an Audio Library to help creators identify royalty-free music and sound effects.
- ★ Be sure to follow the licensing requirements of any work you use, such as attribution or using the same creative commons license.

VI. Making Copies for Individuals with Disabilities

It is also generally permissible to convert previously published literary works to accessible formats for individuals with disabilities, like a read-aloud or Braille or increasing it to large font without the permission of the copyright holder. If you are unsure, please reach out to the Office of General Counsel for guidance.

These works cannot be reproduced in any other format, must display a statement saying that further reproduction or distribution in a different format is prohibited, and include a copyright notice. [13]

VII. District Copyright Work

The District alone owns the rights to any work developed by staff in the course and scope of employment. However, the District will not register copyrights for teacher made lesson plans in units of study.

Each District division is responsible for pursuing copyright registration for work, except as mentioned above, created under its auspices.

Maintenance Schedule

These administrative procedures will be reviewed upon policy renewal, or in the case of changes to federal copyright law or a triggering event.

Legal References

[1] 17 U.S.C. § 102
[2] 17 U.S.C. § 101
[3] 17 U.S.C. § 106
[4] 17 U.S.C. § 107
[5]"Guidelines for Classroom Copying in Not-For-Profit Educational Institutions" included in H. R. Rep. 94-1476 (1976).
[6] 17 U.S.C. § 110 (1)
[7] See https://help.netflix.com/legal/termsofuse, https://www.hulu.com/terms, https://www.primevideo.com/help/ref=atv_hp_cnt?nodeId=202095500. The terms of use state that licenses are granted for personal, private use only,
[8] 17 U.S.C. § 110 (2)
[9] 17 U.S.C. § 110 (4)
[10] 17 U.S.C. § 512 (d)
[11] Perfect 10, Inc. v. Amazon.com, Inc., 508 F.3d 1146 (9th Cir. 2007)
[12] Columbia Pictures Indus. v. Gary Fung, 710 F.3d 1020 (9th Cir. 2013)
[13] 17 U.S.C. § 121

Related Information:

General Copyright Information
Cornell University Library's Copyright 101
Guidelines for Classroom Copying in Not-For-Profit Educational Institutions

Terms and Conditions for Common Classroom Content Sources
Khan Academy Terms and Conditions
Netflix Terms of Use
Hulu Terms of Use
Amazon Prime Terms of Use

Guides to Obtaining Licenses
Copyright Crash Course by Georgia Harper: Obtaining Rights to produce a play or musical or use live music in performances
American Association of Community Theatre (AACT)
National Association for Music Education (NAfME)
BMI Licensing
ASCAP Licensing

Global Music Licensing
Musical Theatre International
AACT Play Sources
Copyright Clearance Center

Creative Commons, Open Educational Resources, and Public Domain
Creative Commons.org - A Guide to Creative Commons Licensing
Openverse (Creative commons or public domain images)
Library of Congress Free to Use and Reuse
Project Gutenberg
Open Educational Resources Commons
Youtube Audio Library

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 822
SECTION: 800 Operations
TITLE: Policy 822 - Automated External Defibrillator (AED)/Cardiopulmonary Resuscitation (CPR)
ADOPTED: October 5, 2011
REVISED: May 18, 2017

POLICY 822 - AUTOMATED EXTERNAL DEFIBRILLATOR (AED)/CARDIOPULMONARY RESUSCITATION (CPR)

Purpose

The ~~School Reform Commission~~**Board of Education ("Board")** is committed to providing~~ a~~ safe and healthy **school** environment**s in every School District of Philadelphia ("District") school** ~~for the school community.~~**by** ~~M~~**m**aintaining automated external defibrillator (AED) ~~units~~**devices** and staff trained in cardiopulmonary resuscitation (CPR) in ~~the~~ schools~~ enables responders to deliver early defibrillation and resuscitation to victims~~.

Authority

As required by Pennsylvania law, the Board shall have designated staff certified in CPR and use of AED devices in each school. [1][2]

~~Except in extenuating circumstances, each school shall have three (3) people certified in the use of cardiopulmonary resuscitation (CPR) during regular school hours when school is in session and students are present.~~

~~The automated external defibrillator (AED) units are owned by the district and shall be properly maintained and located in secure and accessible locations. AED units must be checked at the beginning of every school year for batteries and pads.~~

~~AED units shall be present at all athletic competitions, including those held at recreation centers.~~

~~The automated external defibrillator (AED) units shall be used in accordance with approved district procedures.~~

Delegation of Responsibility

~~Designated district employees shall be trained in CPR and AED procedures by completing a training program offered by approved providers. Those employees shall be provided opportunities for annual training and retraining.~~

~~Written guidelines for medical emergencies related to the use of automated external defibrillator (AED) units shall be provided to all designated employees.~~

The Superintendent or **their** designee**, through the Office of Student Health Services and the Office of Academics,** shall develop and disseminate administrative procedures that detail the~~ use of automated external defibrillator (AED) units.~~**following:**

1. **Provision of training and certification to designated District employees to administer CPR and**

use AED devices;

2. **The maintenance and testing of AED devices; and**
3. **The provision of AED devices at athletic events.**

Legal References:

1. 24 P.S. 1424 - 1949 Act 14 Section 1424 Cardiopulmonary Resuscitation
2. 24 P.S. 1423 - 1949 Act 14 Section 1423 Automatic External Defibrillators

Related Information:

~~42 Pa. C.S.A. 8331.2 - Good Samaritan civil immunity for use of automated external defibrillator~~ ~~42 Pa. C.S.A. 8332 - Emergency response provider and bystander good Samaritan civil~~ ~~immunity~~
~~42 Pa. C.S.A. 8337.1 - Civil immunity of school officers or employees relating to emergency~~ ~~care, first aid and rescue~~

Administrative Procedures:

Policy 822 Procedures

Administrative Procedures for Automated External Defibrillator (AED)/Cardiopulmonary Resuscitation (CPR)
(Attachment for Policy No. 822)

Purpose

Maintaining automated external defibrillator (AED) units and staff trained in cardiopulmonary resuscitation (CPR) in schools enables trained staff to deliver early defibrillation and resuscitation to individuals with sudden cardiac arrest. Immediate CPR can double or triple chances of survival after sudden cardiac arrest.

Definitions

Automated external defibrillator (AED): A portable device designed to detect an irregular heart rhythm, determine if an electrical shock is necessary to restore the heart to a normal rhythm, and administer such a shock to the victim.

Cardiopulmonary resuscitation (CPR): An emergency lifesaving procedure performed when the heart stops beating. Immediate CPR can double or triple chances of survival after cardiac arrest.

CPR/AED certification training: Adult/child cardiopulmonary resuscitation that at minimum includes: patient assessment, chest compressions, and rescue breaths on a conscious or unconscious victim. Certifications are administered from the American Red Cross, American Heart Association and other approved safety organizations.

Sudden cardiac arrest (SCA): A condition in which the heart stops beating suddenly and unexpectedly due to a malfunction in the heart's electrical system. The heart must be shocked to correct the electrical malfunction.

Procedures

The Office of Student Health Services and the Office of Academics are responsible for:

1.) Provision of training and certification to designated District employees to administer CPR and use AED devices:
    a.) The Office of Curriculum and Instruction in the Office of Academic Support is responsible for coordinating CPR/AED certification training. CPR/AED certification training is provided through SDP staff who are certified instructors to health/physical education teachers, special education liaisons, and athletics coaches. CPR/AED certification training is provided to school safety officers through the Office of School Safety. Written guidelines related to the use of the AED for medical emergencies is provided through the training. Training is offered at least every two years.

b.) The Office of Student Health Services in the Office of Student Support Services is responsible for coordinating CPR/AED certification training for certified school nurses. The Office of Student Health Services' Director of Nursing Services delivers CPR/AED certification training for school nurses. Written guidelines related to the use of the AED for medical emergencies is provided through the training. Training is offered yearly.

c.) School nurses, school safety officers and middle school/high school athletic coaches are required to complete CPR/AED certification training. Certifications last for two years. Designated staff are trained and certification is renewed at their due date.

d.) Except in extenuating circumstances, each school shall have a minimum of three (3) people on staff certified in the use of cardiopulmonary resuscitation (CPR). Ideally, certified staff members should be employed during regular school hours when school is in session and students are present. The Office of Curriculum and Instruction designated health/physical teachers receive the training and certification, the Office of Student Health Services designated certified school nurses receive the training and certification, and the Office of Athletics designated athletic coaches receive the training and certification. Outside of these job titles, the school principal determines who the at least three people certified in CPR/AED use are in their school.

The list of certified staff will be kept in Cornerstone and reviewed annually to determine when additional training is necessary. School administrators will have access to the list to determine who in the school community is CPR certified. List should be reviewed annually by the school principal to ensure that at least three people are certified in CPR/AED use in the school.

2.) The maintenance and testing of AED devices:

a.) Certified School Nurses in the Office of Student Health Services are responsible for identifying the location and testing of AED devices. AED units are located in secure and accessible locations in each school. School principals must document and communicate the location of the AED device to all school staff. AED units are checked monthly for batteries and pads at every school. The devices are checked in accordance with manufacturer instructions. Certified School Nurses will be provided specific instructions on AED maintenance. The Office of Athletics maintains an inventory of AED devices, including manufacturer type, location in each school, number in each school and monthly checks. At a minimum, each school has at least one AED unit on each floor of each building, in addition to the AED device held by the school nurse in the healthroom.

3.) The provision of AED devices at athletic events:

a.) The Office of Athletics is responsible for providing AED devices at athletic events and athletic facilities.

4.) The coordination of emergency preparedness training for sudden cardiac arrest:

a.) The Office of Student Health Services in collaboration with the Office of School Safety are responsible for the development and implementation of emergency

preparedness training for sudden cardiac arrest in schools. At a minimum, schools should hold an emergency preparedness training/drill at least every two years.

Maintenance Schedule

The Office of Student Health Services, in collaboration with the Office of Academic Support, will review administrative procedures for Policy 822 on an as added needed basis.

Related Information:

42 Pa. C.S.A. 8331.2 - Good Samaritan civil immunity for use of automated external defibrillator
42 Pa. C.S.A. 8332 - Emergency response provider and bystander good Samaritan civil immunity
42 Pa. C.S.A. 8337.1 - Civil immunity of school officers or employees relating to emergency care, first aid and rescue

THE SCHOOL DISTRICT
OF PHILADELPHIA

No.
SECTION:
TITLE: Speakers List
ADOPTED:
REVISED:

SPEAKERS LIST

Delegation of Responsibility
The Board of Education may through the Superintendent or designee ....

Administrative Procedures:

Speakers List

The School District of Philadelphia
Board of Education
Policy Committee Meeting
Speakers List
November 3, 2022

Registered Speakers

1. Lisa Haver, Alliance for Philadelphia Public Schools
   Topic: Policy 212 - Reporting of Student Progress