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<p>1) Ratification of Acceptance and Execution of Grant Agreement with the City of Philadelphia (DHS) Foster Student Transportation (\$800,000)</p> <ul style="list-style-type: none"> Why not \$600K? Why is this a school district matter? Why not reimbursed 100%? Why does DHS not payout directly upfront? Would like 	<p>1. The action item covers reimbursement up to \$200K for the 2020-21, 2021-22, and 2022-23 schools years which would equal \$600K. The action also includes a retroactive reimbursement for the 2019-20 school year which adds another \$200K and results in the \$800K value quoted. Transporting children in foster care is a School District matter because the District receives Title I funds from the government. Under ESSA (Every Student Succeeds Act: Foster Care Transportation), school districts receiving Title I funds must share the responsibility of transportation for children in foster care with child welfare agencies (DHS). Both parties must plan for how transportation for children in foster care will be provided, arranged, and funded for the duration of the time a student is in foster care placement. Transporting children in foster care to and from school is a shared responsibility between DHS and the District. The District must allow students to remain in the school where they are currently enrolled, even if the student moves foster homes. Transportation Services provides a SEPTA transpass, school bus, or cab depending on the circumstance of</p>



<p>to see Census of all students eligible for transportation -what is most economic matter for transportation vs. what is deployed?</p>	<p>the student so they can attend that school. The District entered into a Memorandum of Understanding with DHS which memorialized the reimbursement for transportation services. The payout is not upfront because the District must provide DHS with an invoice with the name of the student(s), the dates and number of days they are transported, and the cost of transportation. This information is not readily available upfront; it needs to be calculated after the student has been transported to school for a period and validated by the contractor providing the service.</p> <p>2. Board Policy 810 governs the District’s responsibilities to provide transportation services and defines student eligibility. Transportation Services provides bus/van/cab service to approximately 40,000 students enrolled in public, charter, and non public schools in Philadelphia and the surrounding five counties. An additional 60,000 students are eligible for a SEPTA transpass. A detailed overview of the operation (pre-pandemic) is available here and includes information about the count of eligible students by school type on slide 2.</p>
<p>2) Ratification of Acceptance of a Grant from the Pennsylvania Department of Education Bureau of Special Education, and Pennsylvania Training and Technical Assistance</p>	<p>1. This is a grant that is being provided by the Pennsylvania Department of Education to the School District of Philadelphia to support training for our Applied Behavioral Analysis (ABA) specialists and support staff for students in our autistic support programs. This is highly specialized training aimed at creating capacity within the School District of Philadelphia to provide enhanced support and services for students who are eligible for special education supports and services and need additional behavior support. This is the acceptance of a grant and not a request for additional funds.</p>



<p>Network (PaTTAN) for ABA staff training and student support services valued at \$424,160</p> <ul style="list-style-type: none"> • What drives the need for supplement cost? Is the request monies for personnel or for training? Is this a recurring cost? If yes why this year only? 	
<p>3) Ratification of Acceptance of Grant from the Pennsylvania Department of Environmental Protection, On-Road Rebate Program (\$468,000)</p> <p>What specifically are the monies intended to? When? What is happening to old buses? What are fleet benchmarks - how does the average 11 years old bus compare to comparable benchmarks - statewide or nation wide?</p>	<p>The grant funds will be used to supplement the cost of three electric yellow school buses to be used to transport children to and from school.</p> <p>Pending approval of Action Item 28 this month, Transportation will have a list of qualified vendors for school bus purchases. Purchase orders will be issued in April. The buses are expected to be delivered to the District by no later than December 2021.</p> <p>The grant requires the old diesel fuel buses be scrapped and destroyed completely so that they cannot be reused.</p> <p>The U.S. Department of Transportation Federal Transit Administration’s April 2007 report on the Useful Life of Transit Buses and Vans recommends a bus fleet age of 10 years. Pennsylvania does not specify a fleet age; however, Title 67 Chapter 171 of the PA Code identifies the specifications all buses must meet and requires that all vehicles pass an annual state inspection. Transportation also utilizes data from the Council of Great City Schools to</p>



	<p>benchmark the age of our fleet. Currently the School District scores in the lowest quartile with an average fleet age of 11 years. The school districts in the best quartile have an average fleet age of 6.8 years.</p>
<p>4) Acceptance of Services from and Memorandum of Understanding with Philadelphia Youth Network (\$115,000)</p> <ol style="list-style-type: none"> 1. What services are provided by Philadelphia Youth Network to students after they transition out of the Juvenile Justice Center (JJC)? 2. Do these services align with the current curriculum or standards of academic programming at the JJC? How will these services compliment the current offerings at JJC? 3. Why is there a cost to this? How many students impacted? Where are the students? Is the program 	<ol style="list-style-type: none"> 1. Philadelphia Youth Network (PYN) consists of many partners throughout the City of Philadelphia. Through our partnership with PYN, students who are transitioning out of the Philadelphia Juvenile Justice Services Center (PJJSC) are able to earn a referral for career readiness programs and employment opportunities. Additionally, Philadelphia Juvenile Justice Services Center School’s Transition Liaison serves as an advocate for the full and smooth reentry of youth into mainstream services, which are customized for each youth inclusive of post-graduation career, education, and vocational/technical opportunities. 2. The heart of the educational mission for students at the Philadelphia Juvenile Justice Services Center School (PJJSCS) is to provide personalized learning for each student to achieve credits toward completing the Pennsylvania requirements for their high school diploma and postsecondary success for the 21st Century learner. Our educators strive to achieve this by creatively incorporating the Common Core Curriculum through real life experiences such as: Remedial and Accelerated Programming to build skills and credits, Career and Technical Training, Character Development through Positive Behavior Intervention Supports (PBIS), Mentorship, and Community Partnerships. Our College and Career Specialist along with the School Counselor support the Pennsylvania Future Ready Index in regards to post-secondary bridging, exploration, and preparation. Philadelphia Youth Network (PYN) services align and complement PJJSCS’ standards of academic programming by providing early and intermediate level experiences and facilitating exposure to



skills or integration back to traditional school setting?

career pathways, digital literacy, and financial literacy. Also, PYN services help develop academic and technical skills, 21st Century skills, character development, and reflective practices. The District and PYN use the Naviance platform to enhance students' college and career awareness skills.

3. The services with PYN, valued at \$115,000, include payments made directly to youth by PYN as well as costs PYN incurs to operate programming. Services are no cost to the District and no cost to PJJSCS; however, Board authority through this action item is needed for the District to enter into a MOU for no cost services valued above the threshold (exceeding \$100,000) provided in [Policy 702](#). Students will benefit from the funding provided by PYN partnerships; students will receive a stipend for participating. Based on student enrollment and the collaboration with PYN, there will be 125 slots provided for PJJSCS students. The number of slots available for students can increase as needed.

Philadelphia Juvenile Justice Services Center School (PJJSCS), part of the Innovation Network, is a District-managed school located in the City's municipal detention center, (Philadelphia Juvenile Justice Services Center [PJJSC]), that educates both male and female residents ages 10-20.11, who are youthful offenders being charged as juveniles. PJJSC can house approximately 180 students. Within the duration of a school year, PJJSCS educates over 2,000 students. Students participate in educational services provided by District teachers and staff.

The educational programming also has a Career and Technical Education (CTE) component which was developed from a 2016 grant award from the United States Department of Education. The project *Juvenile Justice Reentry Grant: Open to*



	<p><i>Opportunities in CTE Program</i> has continued beyond the 2019 grant end date. PJJSCS' students participate in the program two/three days a week. Additionally, while in the school area, students work in classrooms to complete assigned tasks through the Naviance platform provided by the District. PJJSCS has met several times with the Office of Academics and received approval to implement this Digital Career Exposure and Exploration program (outlined in the action item), which is PYN's WorkReady School-Year initiative.</p> <p>When students transition back to a traditional school setting within the District, they will continue to work within the Naviance College and Career Readiness program provided by the District. Also, students who are enrolled in the CTE program at PJJSCS will have the opportunity to enroll in a CTE school within the District to continue their CTE instruction. At PJJSCS, the CTE component is designed to provide youth the skill sets and credentials they need to obtain CTE credits and prepare youth for post-release and employment training opportunities. As such, the various CTE offerings allow for a level of advanced standing for youth to successfully transition and integrate back into a related high school CTE program and earn industry-recognized certifications for high-priority/high-wage occupation areas.</p>
<p>6) Review of Proposed Board Policies (REVIEW - NO ACTION) Is this for the April Meeting? Why additions of said policies? Why elimination for property records policy?</p>	<ol style="list-style-type: none"> 1. Policies listed within this Action Item were reviewed by the Policy Committee on February 11, 2021. Per our policy review process, these policies are listed on the March agenda for a first reading and will be considered for a vote in April. 2. All policies listed in this Action Item are revisions of existing policies in the Board Policy Manual.



	<p>3. The Administration has recommended the elimination of Policy 706.1 Property Records as it is redundant with Policy 624 Capital Assets. Both policies require the District to maintain an inventory of District-owned capital assets, including buildings.</p>
<p>7) Contract with InProcess Consulting for Cloud Hosting and Support (\$3,100,000)</p> <ol style="list-style-type: none"> 1. What are the standard MWBE participation levels set by the Office of Procurement that vendors must meet? 2. Why is it assumed that the current contract should be automatically renewed? 	<ol style="list-style-type: none"> 1. This solicitation had a participation range of 1 to 5 percent. Ranges are set for each solicitation based on the type of service or goods being purchased, and on the availability of MWBE vendors in that industry or service to provide the services in Philadelphia. 2. This renewal is the product of a competitive RFP process and the committee selected the same vendor we have used in the past. Their selection was not a given.
<p>8) Approval of Personnel Hires (Pending)</p> <ol style="list-style-type: none"> 1. Understanding that the central office is on a hiring freeze, what criteria is being used to review and approve these hires? 	<ol style="list-style-type: none"> 1. Chiefs must submit a request for an exception to the central office hiring freeze which is compiled by the Chief Talent Officer and reviewed by Dr. Hite. Only Dr. Hite can make decisions on positions approved for hire. 2. Departments review their needs to ensure they are aligned with the District's priorities in the Goals and Guardrails. Any staffing adjustments can be made through the budgeting process but may also be revisited throughout the year. 3. We do not have an exact number, as people leave positions that need to be filled and other positions are created based on new priorities.



<ol style="list-style-type: none"> 2. Are there other positions (i.e. Deputy Chief Academic Officer) that would meet the same criteria that we should also be hiring now? 3. Is there a forecast of the number of positions that are needed for the remainder of this fiscal year? 	
<p>12) Contract with Health(efx) Affordable Care Record Keeping Services (\$308,998)</p> <ol style="list-style-type: none"> 1. Has this been a competitive bidding process? What made this company the right company of choice? 2. What is the company's local impact? 3. Are remote services required? 	<ol style="list-style-type: none"> 1. The district engaged Health e(fx) in 2015 to support the required reporting for the Affordable Care legislation. As this is an integral part of the District's payroll and data reporting system, and a requirement as manager of a self-insured health plan, the District was able to utilize the District's health care broker, Connor Strong & Buckelew, to manage the solicitation process on our behalf. Conner Strong & Buckelew solicited proposals for a market analysis for five vendors. Of the three vendors who met all the required components of the necessary services (e.g., providing ACA reporting capabilities), the incumbent vendor provided the most competitive pricing. 2. No on site work is conducted as part of this contract. 3. No on site work is conducted as part of this contract.



13) [Contract with Helbling & Associates - Executive Search Firm \(\\$75,000\)](#)

1. Is there internal capacity to recruit for this position?
2. Understanding that the central office is on a hiring freeze, what criteria is being used to review and approve this position?
3. How has the vacancy for this position impacted the ability to reach Board and District goals?
4. Does this recruitment firm have experience in bringing diverse candidates to this position?
5. How can an external firm be responsible for onboarding?
6. Is this a local firm?
7. What is the benchmark pricing for such a role?
What time/quality

1. Our internal recruiters are focused on hiring teaching and leadership positions for next year as well as other critical operational roles. We feel that for a specialized senior role such as a Deputy Chief Operating Officer, an outside executive search firm will be better able to cultivate a pool of quality candidates so that our recruitment team can focus on the other critical roles for which we are currently hiring.
2. All central office positions are reviewed by Dr. Hite to confirm they are critical to the District's success and in support of Goals and Guardrails.
3. This is not a vacant position but a new position. Operations has over 3,000 employees charged with the day to day operations for the 8th largest school district in the country with approximately 125,000 students in over 224 buildings. It is imperative that the Division has this key leadership position filled to aid in the essential departmental tasks of strategic planning, budgeting, and departmental goal setting. This new position will provide additional experience, support, and capacity needed for the District to better standardize and manage work order backlogs, environmental issues, communications across all departments, and departmental accountability. The Deputy Chief Operating Officer will aid in supporting the Operations Strategic Plan by ensuring compliance to regulatory actions, progress monitoring of departmental goals and reports, thus creating space for a more comprehensive Operations action plan. Operations covers a multitude of support structures necessary for student achievement, specifically in Food Services, Transportation, and Facilities. In December, the Board adopted Guardrail 1, stating that every school will be a safe, welcoming, and healthy place where our students, staff, and community want to be and learn each day. This Guardrail encompasses environmental safety and building cleanliness and serves as a pathway for the Operations Division to develop policies and procedures across all departments that align to it.



<p>incentives are included in the contract?</p>	<ol style="list-style-type: none"> 4. Yes. We used this firm for the Chief Operating Officer search last year and one of our explicit criteria was diversity of candidates and they were able to meet this goal in the previous search. 5. The District is ultimately responsible for onboarding but an executive search firm will often serve as the conduit during the offer letter stage to ensure that the hire is successful in accepting the final offer. 6. No. 7. Executive search firms vary in using more of a flat fee compared to more of a percentage of final offer salary but when the District did an initial review for executive search vendors last year for the COO position, Helbling's was competitive in its price structure. The payment structure is designed so that the final portion of payment is only due upon successful hire of a candidate.
<p>14) Ratification of Amendment of Contract with Paul Nedeau (\$20,000)</p> <ol style="list-style-type: none"> 1. What are the services specifically for? What specific circumstances have evolved? 	<ol style="list-style-type: none"> 1. This contract is currently being utilized for the support, coordination, and implementation of the CHOP Vaccine Program with the District. The work being done previously was focused on other pandemic related communications, policies, and supports for the Office of Talent but expanded when the District was given the opportunity to provide vaccines to all staff.
<p>15) Contract with Sherpa Government Solutions (\$338,000)</p>	<ol style="list-style-type: none"> 1. We don't break the cost down to that detail. We pay them a flat \$10,000 a month for unlimited technical and administrative support to operate the system which includes building the budget book and the School budget book. The printing cost is in-house and we did not print last year. 2. We did not print any last year or this year.



<ol style="list-style-type: none"> 1. What is the cost of producing the budget books? 2. How many books are formatted and printed? 3. What is the cost of housing the information in the database and the cost of transferring the data to the new Oracle platform? 	<ol style="list-style-type: none"> 3. We pay Sherpa a flat fee of \$72,000 per year for application hosting and system and hardware support. Any effort on Sherpa's end to prepare data for conversion and transfer to Oracle will not incur extra costs beyond our current contract with Sherpa. The cost of the Oracle side for moving the data into Oracle is included in the ERP costing.
<p>16) <u>Contract with Donald Wilson Consulting Group (\$260,000)</u></p> <ol style="list-style-type: none"> 1. Why two firms? Why not seek one firm with comprehensive ongoing services and capabilities? 2. Why not creating institutional capability? 	<ol style="list-style-type: none"> 1. It is one firm/individual with a unique set of skills who has served as a financial, management, and technology consultant for a variety of for-profit and nonprofit organizations. He helped develop the District's implementation of the financial system that has been in place since 1998, and provides forecasting and estimation support for budgeting, analysis, reporting, Treasury, and Grant support, etc. Has also been instrumental in the implementation of the District's new ERP. The District has issued multiple RFPs over the years for these services, and this has been the highest rated response each time.



18) [Authorization of Education Payments to Other Educational Entities \(\\$3,500,000\)](#)

1. Are there areas where the District can provide interventions or supports to these children before placements are made?
2. What can be done to reduce the number of these types of placements?
3. What is census/total population of these students? How was education delivered during covid period when instruction was via video? What is spend for 20-21 year and spend for 21-22 year? Has the training been proven effective? When will Title I, II, and III allocations be known? How often is student residency validated as

1. As per the Action Item, these are placements made by the Philadelphia Departments of Human Services (DHS), Community Behavioral Health (CBH), and the Juvenile Justice System, private physicians, and not by the District. Also, the payment supports any Philadelphia child, whether or not the child was a student of the School District of Philadelphia. There are numerous supports in place including STEP, our behavioral health clinical prevention and interventions services, now in about 50 schools and most recently IBHS which is a Tier 3 intervention provided by CBH behavioral health providers that are now in each school providing school-based and community support so students and families can receive support from the same agency provider.
2. Much has been done, in the past ten years, to reduce these payments from a high of \$65 million a year. First, the number of children in out-of-area placements have reduced considerably over the years as fewer children are entering dependent care, residential treatment facilities, or group homes, and more are remaining in the city for care and education, thus reducing the cost. In the last few years, District representatives also participated on the City's interagency task force on residential youth placement and identified recommendations to expand and prioritize use of prevention and intervention services in the juvenile justice system; provide prevention supports at school for youth and ensure the needs of youth at risk are addressed, ensure that youth's disabilities and or special education needs are properly identified and information about them is made available to system decision makers, and a dozen more recommendations. One task force recommendation was for the District to hire 5 additional transition services case managers, raising the total to 10 such case managers, to support students with their return to school from placement. The task force's annual report will soon be released and we will share copies with Board members.



<p>Philadelphia? When was the last time this validation was completed? How many entities provide services to the 1500 students?</p>	<ol style="list-style-type: none"> 3. As noted in the action item, the approximate number of students impacted is 2,050. 4. Education services were primarily delivered remotely, with various programs delivering in-person services as pandemic guidance allowed. 5. The spend for FY20 was about \$22 million and is estimated to be slightly higher in FY21. The rates are set by the State and are set late in the year, so the District is invoiced toward the end of the academic year. The total \$25.5 million estimate for FY22 is based on historical number of placements and potential state determined rate increases. 6. This action item is not relevant to any type of training. 7. Schools were notified of their Title allocations as part of the school budget process. 8. Student residency is validated by the District and the State based on data submitted to the State and records from the referring agencies on an ongoing cycle. Over 100 entities have received funding for the provision of these services; the list of recipients can be found in the Action Item.
<p>21) Contracts with Various Vendors for Supplemental Professional Mechanical, Electrical, and Plumbing (MEP) Design Services (\$10,000,000.00)</p> <ol style="list-style-type: none"> 1. Have specific projects been identified for these funds? 	<ol style="list-style-type: none"> 1. As noted in the action item, the projects were approved in the amended FY 2021 Capital Budget and 5-year Capital Improvement Plan (CIP). The CIP priorities include constructing new facilities and additions, renovation of existing facilities, life cycle replacements and maintaining the physical integrity of existing buildings to meet code requirements and educational programming needs.



<p>22) Contract with Various Vendors - Furniture and Equipment for Anne Frank Elementary School (\$1,500,000)</p> <p>1. Is this a modernization of an existing facility? What incentives will be used to foster on-time, on-budget delivery? To compensate the PSD back for vendor-related errors or delays?</p>	<p>1. This is a request for new furniture for the renovation and expansion of Anne Frank. The vendor will receive an evaluation that will determine future work.</p>
<p>23) Contract with School Specialty Inc. - Classroom Modernizations - Early Literacy Initiative (\$4,454,000)</p> <p>1. Spelling error in the Action Item under Guardrail 1: Should say “healthy place where OUR students...”</p> <p>2. What student outcomes data from previous years</p>	<p>1. Understood.</p> <p>2. Classroom modernization projects are typically implemented to support and enhance the quality of teacher-student interactions, student engagement and independent learning, all of which eventually lead to better student outcomes over time. Evaluations of classroom modernization projects therefore seek to measure positive changes in teacher and student engagement and interactions. The classroom modernization work began as a pilot with treatment and control classrooms in 2016-17 to support early literacy instruction. Key findings from that pilot were published on the District’s website (see Key Findings from the Literacy and Learning Centers Project, 2016-17 to 2017-18) and were as follows:</p>



<p>can be shared on the impact that classroom modernizations have had on improving student outcomes in the District?</p> <ol style="list-style-type: none"> 3. Request for the following data: list of schools by grade with 1) number of classrooms that have been modernized 2) to be modernized or 3) partially modernized 4. Should these capital investments be redirected at this time to address current imminent hazards? 5. What type of equipment will be purchased? What training is needed for said equipment? (current write-up only outlines furniture need) - is referencing Anne Frank again a cut-n-paste typo? 	<ul style="list-style-type: none"> • Treatment classrooms showed statistically significant growth from Spring 2017 to Fall 2017 in 2 of 3 domains measured by the CLASS observation tool, a nationally validated tool used to measure changes in teachers' interactions with students. • Students in treatment classrooms generally grew at a faster rate on early literacy assessments in the first school year after their classrooms were renovated. • The study also highlighted teachers' concerns about some of the classroom design work and follow-up support offered during that first round, which the District has addressed in recent years by including principals and teachers more actively in the design process and by providing ongoing trouble-shooting for all classrooms. <ol style="list-style-type: none"> 3. The Office of Capital Programs has completed the early literacy classroom modernization renovations at 508 classrooms in the last four years, 2017, 2018, 2019, 2020. This summer, the office of capital program is planning to renovate 131 classrooms in 9 school buildings. This brings the total modernized classrooms to 639 classrooms in 48 schools. 4. No. This is the furniture needed for the classroom modernization projects. 5. Furniture includes desks, chairs, activity center furniture, tablets/ipads, and smart boards.
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<p>25) Change Order Summary - Various Vendors (\$572.147)</p> <ol style="list-style-type: none"> 1. What strategies have been implemented during the design phase to limit the number of change orders? 2. How much is budgeted for change orders each year and how much have we spent to date? 3. What is root cause of change orders? Are there any contractors with an adverse pattern with change orders? If yay, what course of corrective action is planned? How will the corrective action be validated? 	<ol style="list-style-type: none"> 1. The Office of Capital Programs has the following process and procedures to minimize change orders : <ol style="list-style-type: none"> a. Established a change order review and oversight committee (COROC) to analyze, track and correct repetitive change orders. (Lessons Learned) b. Issued a list of repetitive change orders to the design firms as a checklist. c. Performs pre-construction reviews of all project drawings and specifications at all project design phases before a project is bid. 2. A contingency is allocated for each project. The amount is based on the type of project and the size of scope. The total amount of change orders approved FY21 is \$10,479,988. Currently, there are 99 active construction contracts worth approximately \$400M in construction. 3. There are 4 major reasons for change orders: <ol style="list-style-type: none"> a. Design Error b. Design Omission c. Unforeseen Condition d. Owner Decision (Requested by the School District)
<p>26) Amendment of Contracts with Various Vendors - General Maintenance Services (\$15,000,000)</p>	<ol style="list-style-type: none"> 1. The action item is requesting a total 'additional' compensation of \$15,000,000 spread over three years. \$3M would be for FY20/21 and an additional \$6M for FY21/22 and \$6M for FY22/23.



<ol style="list-style-type: none"> 1. Is this Action Item requesting for additional compensation of \$3,000,000 or \$15,000,000? 2. What is the currently authorized amount for this contract? 3. What steps have you taken and plan to take in the future to ensure that HVAC contractors are covid system expertise? 	<ol style="list-style-type: none"> 2. The currently authorized amount for this contract is \$3M which was the anticipated spend amount pre-Covid. 3. All of the contractors that we use employ HVAC design professionals who are trained and updated on Covid prevention protocols and emerging technologies that can help to minimize the risk of transmission.
<p>27) Ratification of Contracts with Associated Specialty Consulting, Inc.; Delta/BJDS (WBE); Diamond Huntbach; Pepper Environmental Services; Prime Group Remediation for Asbestos Abatement - (\$3,000,000)</p> <ol style="list-style-type: none"> 1. What drove a faster use of funds than originally planned? How has the 	<ol style="list-style-type: none"> 1. As noted in the action item, OEMS has transitioned to become a more proactive department concerning the removal of environmental hazards in our schools. The compensation amount originally authorized was based upon an approach that would not have depleted the authorized amount of funds as quickly. OEMS identified projects over the summer and fall of 2020 to take advantage of these facilities being empty and where work could be accomplished in accordance with the goals and guardrails of the School District. 2. As required by the City of Philadelphia Asbestos Control Regulations (ACR) a building owner that is engaged in abating asbestos must hire an independent 3rd party Asbestos Project Inspector (API) to oversee and confirm that all regulations are followed during an abatement project and perform the required air sampling and analysis. The API ensures and validates that the ACR is followed. If there is a



scope of work changed? Please clarify what specifically is causing increased spending. How is the work quality and technical integrity validated by a third party? In the event that the work does not pass a third party validation, what corrective action method is available to the PSD? What are the end goals for the status provided in the description section - what total spend is anticipated to complete school certification as lead safe and remove asbestos like pipe insulation and floor tile? (what is the end goal - and the associated funding?) what negotiation strategy is used for total work to be completion (negotiating off of purchasing power)

corrective action that is necessary, the API has the legal right to enforce the corrective actions. OEMS will be notified and will support the API on every decision. The ongoing goals (not end goals) are to actively address asbestos containing materials throughout our facilities. This action item only covers asbestos abatement, not lead. This is a Time and Materials structured contract and unit rates are established for each contractor. Alternate contracts are being actively written to provide a secondary contracting avenue depending upon the scope and size of a project.



<p>28) Authorization of School Bus Purchases from Various Vendors (\$3,500,000)</p> <ol style="list-style-type: none"> 1. What is total transportation spend? - What % is yellow bus? Why 13 fuel vs. only 5 electric? Buying new vs. refurbished - why? Why buy instead of leasing? What is maintenance cost of fuel vs. electric? Are there tax incentives for fuel vs. electric? If yay, how have they factored into the decision. 2. How many buses are being purchased from each company and the amount? 	<ol style="list-style-type: none"> 1. The transportation budget for FY21 is \$186.2M. Funding for Yellow School Buses is not included in the transportation operating budget. To date the committed funding for Yellow School Buses from the Capital budget and grant funds totals \$3,258,000. 2. This action item will establish a set of approved vendors Transportation Services can use to purchase school buses. Procurement Services issued a Request for Qualification and Quotes based on the specifications provided by the Department of Transportation Services. 3. The grant opportunities available to the School District provides more funding for the purchase of electric buses; however, the cost for these buses is almost 3x the cost of an unleaded school bus. To support the District's sustainability plan, <i>GreenFutures Transportation</i> has committed to reducing the District's carbon footprint by purchasing at least 20% zero emissions buses. 4. Transportation is buying new buses versus refurbished ones because the capital and grant funding sources will only provide support for new bus purchases.
<p>29) Amendment of Contract with Health Federation of Philadelphia - Care Management Coordinator (\$10,000)</p>	<ol style="list-style-type: none"> 1. Several years ago Gideon School was identified as a community school and, subsequently, the city council identified the need for a school based health center at Gideon. Numerous efforts to identify a partner or school-based health center partner were unsuccessful. The care management coordinator, who manages and operates the center, could not be a district employee because PA public school code does not authorize a District employee to provide acute healthcare services. There is not a grant to cover the costs. No costs are covered by partners. Staff on the city council



<ol style="list-style-type: none"> 1. Why does the District pay for a case manager position at Gideon? Do we have grant funding to cover our costs? What costs are covered by partners? 2. What other healthcare services or positions are paid for by the District? 3. Does the healthcare center bill insurance? 4. How has this school-based health center at Gideon impacted student outcomes? 5. Why us vs. through Philadelphia Department of Health Centers? 	<p>and the community schools staff have partnered with the school district to implement this project.</p> <ol style="list-style-type: none"> 2. The District pays the salary/benefits for: all school-district nurses including special education services, school health rooms, and early childhood nurses; school nurses in non-public and Archdiocese schools; four healthcare staffing agencies to provide substitute nursing services; a student health administrator, a pediatrician, and a physician in employee services. 3. The goal of the health care center at Gideon School is to bill insurance for services provided. To date, the District is navigating the credentialing process which involves many steps and approvals. 4. The academic indicators of success include improved attendance and grades; decreased early dismissal from school, school dropout, and discipline cases; and increased graduation rates. Due to the pandemic causing school closure, clinic operations were shut down and outcomes have not been measured. 5. Numerous providers and approaches have been attempted by city representatives and the school district and none were successful. Community health organizations, local hospitals, and federally qualified healthcare centers (FQHC), and PDHC declined. The services were expanded to include three other schools - Wright, Blaine, and Kelley - to increase the affordability for a health care provider to manage the center and address the needs of additional students and still we received no interest.
<p>30) Ratification of Contract with Advant-EDGE Solutions of Middle Atlantic, Inc. - Removal</p>	<ol style="list-style-type: none"> 1. Yes. For student COVID testing there are the costs for the removal and disposal of medical waste, and the salary and benefits of the school nurses conducting the symptomatic and asymptomatic testing. The actual tests for student and adult COVID testing are provided by CHOP at no cost to the school district.



<p>and Disposal of Medical Waste (\$81,300)</p> <ol style="list-style-type: none"> 1. Does the District have any costs for the COVID testing program? 2. Are these costs covered under grant funding? 3. How many tests? How many students? Is this really enough - please share key assumptions. What is total, incremental Covid spend? (spending need created by covid? Which will be long-term?) 	<ol style="list-style-type: none"> 2. No. The cost to remove and dispose of the test product is paid with operating dollars. 3. Children’s Hospital of Philadelphia has made an in-kind donation of COVID-19 testing instruments for the testing program and the donation is not limited. 20% of students attending hybrid in-school learning are tested weekly as well as students with symptoms. Testing is one layer of a multi- layer approach to prevention and safety. Parents are asked to screen their child each day and keep the student home if any symptoms are noticed; students are required to wear masks at all times; hand sanitizer and hand washing are promoted and cleansing products are readily available in all schools; student are socially distanced; students with symptoms are immediately isolated in predetermined school locations; the hybrid schedule provides two days in school for students in cohort A and students in cohort B and a day of thorough cleaning each Wednesday; and, all staff have received numerous health and safety protocols designed, reviewed, and endorsed by physicians at CHOP and PDPH. The key assumptions include: 1. adults who work in schools are more likely to contract COVID from another adult than from a student; 2. adults are not likely to contract COVID in a school; and, 3. A multi-layer approach should, at least for now, include testing. (The assumptions were provided by CHOP.) There are myriad COVID costs (facilities, travel, PPE, testing, Digital learning) in excess of \$75 million dollars. It is too early to tell which will be ongoing long term costs, though with the switch to a 1:1 digital District there will be ongoing device replacement, help desk, and repair costs.
<p>31) Ratification of Memorandum of Understanding with Providers offering Addiction Services (\$6,000,000)</p>	<ol style="list-style-type: none"> 1. The city’s Office of Addiction Services (OAS) selects and pays the listed providers to serve school-aged children across the city. Most, if not all, of these providers have served district students for more than 10 years. Students who are without medical insurance can receive these services.



<p>1. Why vs. Medical Insurance? Why not an initiative to enroll kids in CHIP who lack medical insurance? Which Goal or Guardrail does this align? What risk is assumed by the School District being involved in delivery of said services?</p>	<ol style="list-style-type: none"> 2. This service is not a substitute or remedy for students without medical insurance. In fact, several medical insurers do not cover addiction suppression, intervention, and prevention services provided by these Addictions Services’ providers. School nurses and STEP team caseworkers and social workers assist with enrolling students and their families in CHIP or Medical Assistance. 3. This does not align with a goal or guardrail. The service is mandated by the PA Department of Education. 4. The PA Department of Education mandates that all school districts have a Student Assistance Program. Without the SAP assessment providers, the district would not be in compliance with this mandate. Additionally, the ability for our students and families to access these additional services is critical, especially during the pandemic. Lastly, these services require parent and student consent. If such consent is not obtained, the services will not be provided, thereby reducing risk because the decision to participate is the parent and student’s decision.
<p>32) Contracts with Various Vendors for the Provision of Online Web-Based Tele-Therapy Platforms for the Remote Delivery of Student Therapeutic Related Services (\$400,000)</p> <p>1. Are these services being provided specifically during virtual learning?</p>	<ol style="list-style-type: none"> 1. Yes, as noted in the action item, in previous years related services were delivered directly to students by therapists traveling between schools. In response to the COVID-19 pandemic and the need to continue to provide students with high quality therapeutic services in a safe remote setting, the Office of Specialized Services seeks authorization to contract with the selected vendors to provide web-based, tele-therapy platforms for the delivery of student related services. 2. We have a contract in place for the current school year. This request for qualifications is for next school year (21-22). 3. The standard terms and conditions of our contracts will allow for termination of the contract. All contracts negotiated will include provisions to terminate the contract if



<ol style="list-style-type: none"> 2. Should the end date of the contract be amended to the end of this school year anticipating students to be in person in the next school year? 3. Can the District terminate the contract if services are not needed in School Year 21-22? 4. Why is there incremental cost when only the delivery method has changed? 	<p>services are no longer needed though a remote/ tele-therapy platform. If terminated no additional cost will incur.</p> <ol style="list-style-type: none"> 4. This item is for approval of a secure, compliant internet technology platform through which we can provide/deliver related services and school psychology assessments. Given the current pandemic, we want to be prepared to provide continued teletherapy services if necessary.
<p>33) Contract with Public Health Management Corporation (\$29,780)</p> <ol style="list-style-type: none"> 1. On average, how many students per site? - how many large sites? How many small sites? 2. When will the output, the assessment be available and in what format? 3. Who is structuring the questions associated with 	<ol style="list-style-type: none"> 1. The Head Start requirement for the community assessment referred to in this action item is not an assessment of preK students or even preK programming; it is an “assessment” of the City’s need for preK programming. As a Head Start grantee, the District is required at least once every 5 years to collect demographic information (e.g. the number of infants and toddlers in the service area) as well as other descriptive data to help inform its preK programming. The District’s current preK program serves approximately 10,500 students across 170 sites, including District elementary schools and community-based preK providers. District schools typically enroll about 40 preK students (2 preK classrooms); District contracted sites provide from 2 to 24 classrooms per site based on neighborhood need, serving a maximum of 20 students per classroom.



<p>the format? Who owns the assessment?</p> <ol style="list-style-type: none"> 4. When was the last assessment completed? 5. How will learnings from the last assessment inform the next assessment? What else will inform the current assessment? 6. Does these monies include both Phase I & Phase II? What is the total cost required to produce, conduct, and review the assessment? 	<ol style="list-style-type: none"> 2. The community needs assessment will be written up as a report for the District Head Start team, and will be made available to the District’s Head Start Parent Council no later than August to help inform long-term planning beginning in the 2022-23 school year. 3. The District’s preK leadership team approves all the questions that are asked as part of the process, and the District owns the final product. 4. As stated in the action item, the last community assessment was completed in 2017. A copy can be found HERE. 5. Recommendations emanating from the 2017 assessment were extensive and were used to modify programming in 2018 and 2019. For example, the results of the assessment enabled the District to plan to expand preK programming in areas of the City with growing populations of Head Start-eligible families, as well as address shifting demographics of families experiencing homelessness. Also, based on recommendations from the 2017 report, the District enhanced its marketing to Head Start-eligible families and created a streamlined, more user-friendly online application process. 6. The \$29,780 included in the action item represents the full cost to conduct and produce the community assessment. The only costs of reviewing the assessment are the time and effort of the paid District preK staff who are already employed and are charged with the responsibility of reviewing the community assessment to inform future programming.
<p>34) Contract with Riddell/All American - Cleaning/Repair of Athletic Equipment (\$150,000)</p>	<ol style="list-style-type: none"> 1. This is a national company, with a local sales rep who manages our school needs across the District. 2. This action item is tied to Guardrail 2: Enriching and Well-rounded School Experiences, as it supports athletic programming in the District.



<ol style="list-style-type: none"> 1. Is this a local company? What Goal/Guardrail is this tied to? 2. Does this firm have an existing Philadelphia presence? If not, what specific special or unique "thing" does this firm offer? 	<ol style="list-style-type: none"> 3. Riddell has been working with the District for many years for support with our athletic equipment cleaning and repair, and is one of only two companies nationwide that handle football helmet reconditioning, as it is a very unique scope for equipment manufacturers.
<p>35) Amendment of Memorandum of Understanding with Explore Learning, LLC - STEM Learning Resources (\$109,000)</p> <ol style="list-style-type: none"> 1. How have these resources been used by educators during virtual learning? 2. What evidence or data can be shared on the utilization by educators and effectiveness of this resource? 3. Who needs to purchase the licenses? How are teachers selected? Is 	<ol style="list-style-type: none"> 1. So far, these resources have been used by 236 high school science educators across the District during virtual learning to allow students to make predictions, perform experiments, gather data, and draw conclusions by using high-quality, standards-aligned science simulations. A few examples observed by the Office of Curriculum and Instruction Science team during classroom visits: <ul style="list-style-type: none"> • A physics class at Lincoln HS used a Gizmo to do an experiment on opposing forces, adjusting variables and predicting the outcome based on their science knowledge. • A sheltered Biology class at Furness HS used a Gizmo to visualize the movement of molecules during the process of osmosis; while experimenting with the simulation, they talked with each other and wrote about what they observed. • A special education Chemistry class at Bartram HS used a Gizmo to identify and discuss trends in the atomic radii of atoms. The Gizmo allowed students to visualize a model of an abstract concept and engage in questioning, predicting, and analyzing data.



attendance a factor of teacher selection? If a teacher is included in this program is that teacher required to remain with the district for an extended period of time?

2. Gizmos were initially piloted beginning in November 2020 by 25 high school science teachers teaching in a variety of contexts (including sheltered EL and special education) across 9 schools: Bartram, Central, Dobbins, Furness, Lincoln, Mastbaum, Saul, Sayre, and Washington. The purpose of this pilot was to evaluate the alignment of the resource to our curriculum and frameworks and to assess the effectiveness of the resource in the virtual learning environment. The pilot teachers were trained on using Gizmos by Explore Learning, Members of the Office of Curriculum and Instruction science team observed classes and gathered initial data to inform implementation. Initial observations and data collection suggest that Gizmos is a valuable resource during virtual learning that will continue to be useful in hybrid and in-person instruction.

As implementation continues, Cornerstone will be used to progress monitor teacher professional development and training. Effectiveness of the professional development and the instructional resources will be measured in collaboration with ORE. Lesson execution and implementation will be progress monitored using the Instructional Pillars Documents to guide and support classroom observations.

3. GlaxoSmithKline awarded the grant to the Fund to benefit the School District of Philadelphia. The licenses will be purchased by the Fund and used by the teachers and students in the School District.

4. All high school science teachers in the School District of Philadelphia are eligible to use the resource with their students. There is no attendance or retention requirement.



36) [Adoption of Academic Calendars SY21-22 and SY22-23](#)

1. Why are there more Jewish holidays on the Academic calendar than other religious holidays?
2. How do we determine which religious holidays are included in the Academic calendar?
3. Does the gray shadowing on election day (November) signify that both students and staff will have a holiday? Does this mean these days will not be used to schedule professional development?
4. Please share information on the family and community engagement process that occurred to develop these proposed calendars?

1. The three most represented religions in Philadelphia are Christianity, Judaism, and Islam.
2. The District includes the main religious holidays for these three religions when they fall on weekdays.
 - a. Christianity: Christmas and Good Friday
 - b. Judaism: Rosh Hashanah and Yom Kippur
 - c. Islam: Eid al-Fitr and Eid al-Adha
3. The key at the bottom of the proposed calendars show gray are days off for students and all 10 month employees.
4. In late June 2020, a focus group of 25 stakeholders met to discuss the academic calendar. The focus group included parents; representatives from Asian Americans United, the Sudanese community, and Parent Action Group; members from PFT and CASA; and central office employees. The following framing questions were used:
 - a. When should the school year begin/end? For teachers? For students?
 - b. How frequently should students have early dismissal so teachers can meet for PD?
 - c. Which holidays/breaks should be prioritized?
 - d. Is there anything else that needs to be considered when updating the school calendar?



37) [Contract with Community College of Philadelphia - Parkway Center City Middle College Program 2021-2025 \(\\$8,791,566\)](#)

1. Does the District audit the type of courses being taken by students?
2. How many students have successfully completed the two year program thus far?
3. How many of those students have successfully completed a 4 year degree?
4. What data do we collect from students participating in this program after they graduate from a 4 year program?
5. Are there other schools that benefit from similar programs?

1. The CCP course alignment has been determined and audited by the Office of School Organization under the supervision of the Chief of Schools office.
2. The middle college is not a two year program. It is a 4 year model where students take college courses 9-12 in a gradual release model with junior and senior year being full immersion. 136 students, which is our junior class, have successfully completed their 9th and 10th grade year. Currently we have 126 10th graders and 132 9th graders completing their college courses this year.
3. This will be our first graduating class this year from the middle college model with 90 students currently on track to earning an Associate's Degree this spring. We have 94 students graduating with High School diplomas and 36+ college credits. The Associate's degree is 61 credits which 90 students will mostly likely have.
4. Since this is our first graduating class, we do not have any data yet but we have already partnered with the Office of Evaluation, Research, and Accountability to track our students after they graduate this year. In the meantime, we do have an approximate college acceptance rate of 96% for our current 12th grade class.
5. SDP offers Dual enrollment throughout the district. However, there is no other school that has the middle college model where the entire school is based on students earning an Associate's Degree. However, there are hundreds of middle or early middle college programs throughout the country. We used the framework from Academy of Health Sciences @PGCC in Maryland to develop Parkway's model. During our development and planning stages, we have visited 5 middle or early college high schools on the East Coast, 3 of which are in NY.
6. Since it is an entire school model, the contract covers the cost of tuition (up to 61 credits) and up to 600 students, Summer Bridge, and Accuplacer brush up courses. It pays for a Middle College/Dual enrollment coordinator from CCP who is housed at Parkway and CCP as another layer of support. As an additional layer at no cost to the



<p>6. What programs and services does this cost cover?</p> <p>7. What are district benefits? Can this program be replaced with financial aid and/or scholarship programs?</p>	<p>District, CCP provides an additional Middle College/Dual enrollment coordinator, 6 academic mentors for Summer Bridge, and 2 part-time academic mentors during the school year. Students have access to the entire campus as college students with the exception of sports at the college. Throughout the year, CCP serves as thought partners with Parkway to ensure we (Parkway and the College) are meeting the needs of students and to problem solve any issues that may arise. The partnership with CCP has been advantageous for the District and our students. It is truly a collaborative partnership. One example is that this fall, CCP loaned approximately 200 Dell laptops to our students because the courses they were taking could not be operated on the chromebooks. Although Parkway ordered Dell laptops in Spring 2020, due to the pandemic, the order did not get to Parkway until near the end of the fall 2020 semester. This was at no additional cost to Parkway.</p> <p>7. The benefit of this is that students at Parkway Center City Middle College are able to take classes at the Community College of Philadelphia and earn college credits while still in high school. Since the middle college students are considered high school students (they don't have a high school diploma), they are not eligible for financial aid. The middle college is not a program but an entire school model so to get scholarships, you would need every student in the school to get a scholarship in order to pay the tuition at CCP.</p>
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<p>Public Process Action Item Questions</p>	<p>Responses</p>
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[2\) Ratification of Acceptance of a Grant from the Pennsylvania Department of Education, Bureau of Special Education, and Pennsylvania Training and Technical Assistance Network \(PaTTAN\) for ABA staff training and student support services valued at \\$424,160](#)

1. Given that many folks (especially autistic adults who experienced ABA themselves as children) feel that ABA is abusive, are teachers who are trained in ABA practices also trained to NOT use those practices when parents specify that they do not want ABA techniques used with their children? Are teachers being trained to ask for consent from parents before using these techniques? Generally techniques and methods such as ABA are not specified in an IEP (whether that they will or

1. Use of particular research and evidence based strategies and techniques are IEP team decisions, of which the child's parents/guardians are members.



<p>will not be used), so parents are not explicitly made aware nor given the ability to opt their child out. How will these issues be addressed so that parents have the opportunity to give or remove consent? Sources about ABA:</p> <ul style="list-style-type: none"> a. https://laurensmithdonohoe.com/2018/08/11/regarding-applied-behavioral-analysis-aba-the-rapy/ b. https://autisticmama.com/even-new-aba-is-problematic/ c. https://autisticmama.com/big-deal-aba-therapy/ d. https://neuroclastic.com/2019/03/28/invisible-abuse-aba-and-the-things-only-autistic-people-can-see/ 	
<p>14) Ratification of Amendment of Contract with Paul Nedeau (\$20,000)</p>	<p>1. The current work includes serving as a point of contact with Children’s Hospital of Philadelphia to coordinate the creation of four school-based clinics, draft communications and materials around the vaccine program, and support the</p>



<p>1. What exactly is this consultant doing? The action item is very vague and doesn't specify what services the consultant is providing, what the scope of work is, etc. What are those details? Why does the district need to outsource this specific work?</p>	<p>management of the effective day-to-day implementation of a vaccine program for the District such as coordinating volunteer greeters at all school-based clinics. As initiatives such as a vaccine program arise during the pandemic that do not fall in the traditional scope of any individual's duties in the District and we feel that we need additional support to execute well, we supplement our internal capacity with short-term additional support.</p>
<p>17) Contracts with Various Vendors - Use of Title I, Title II Title III and CARES Act Grants for Non-Public Schools (\$35,000,000)</p> <p>1. How is CARES act funding being used in district school to improve ventilation and install air filtration devices?</p>	<p>1. This funding relates to the requirements in the Cares Act for the non-public share of funds that need to be administered by the District in the purchase of services and staffing as identified by the non-public schools.</p> <p>The CARES act funding has been used in a variety of ways, but as it specifically relates to ventilation we have performed ventilation assessments through certified air balancers, made minor repairs to various ventilation mechanical components and, building automation systems. We also used the funding to procure air purification devices.</p>
<p>19) Authorization of Increased Outside Counsel Fees for FY21</p> <p>1. This A.I. lists 37 law firms. It is requesting approval for</p>	<p>The Office of General Counsel retains outside counsel only as needed and no firm is guaranteed any legal work. The 37 listed law firms represent firms that were authorized by the Board for consideration for legal work over the three-year authorization period. Approximately half of them have provided legal services to the District during FY2021.</p>



<p>additional compensation of \$1,500,000 added to the original amount of \$4,250,000. There is absolutely no breakdown of how these firms are compensated and/or for what kind of work. When millions of dollars are being spent in addition to the District's own legal department, the public should have a better understand the specifics on how that money is spent. Question: Please explain what each firm receives and for what kinds of services. Thank you.</p>	<p>Most firms are paid on an hourly rate basis, billed monthly, although some matters are handled on a capped or flat fee basis.</p> <p>OGC's lawyers and support staff handle thousands of matters each year involving, among other things, personal injury and property damage and other litigation; claims; Right to Know Law and the Sunshine Act; special education; schools and School Code requirements; personnel; labor and employment; inquiries and investigations; administrative proceedings; civil rights; charter schools; procurement; real estate; transactions; contracts; grants; policies and procedures; trainings; ethics; and broad legal, compliance, and risk mitigation analysis, counseling, and representation for the District and the Board.</p> <p>As stated in the action item, OGC retains outside counsel for specific areas of law beyond the expertise of our lawyers, when the volume or nature of matters is beyond the capacity of our office (including to comply with deadlines imposed by statute, regulation, and court rules and orders), and when, based on our professional judgment and experience, we believe it is in the best interests of the District to use outside counsel. We consider many factors when deciding whether to use outside counsel and which counsel to retain. Reliance on outside counsel may also increase when we experience vacancies or absences if we are not able to absorb all of the work those attorneys would be handling if they were present, as occurred in FY21.</p>
<p>32) Contracts with Various Vendors for the Provision of Online Web-Based Tele-Therapy</p>	<ol style="list-style-type: none"> 1. Lexia Learning Systems does not provide therapeutic related services. 2. The vendors listed will not provide services. The vendors have developed an online virtual platform for the delivery of related services for our district therapists. The



<p>Platforms for the Remote Delivery of Student Therapeutic Related Services (\$400,000)</p> <ol style="list-style-type: none"> 1. Please explain how Lexia Learning Systems provides therapeutic-related services? 2. Is this for software only or is it also for service providers/ provision of the actual services? If it is software only, why are there so many different companies listed? What is the actual software being provided? If it is for service providers and the actual services, why does it say "platforms"? What are the actual services being provided? Why not hire additional related service providers instead of relying on contractors? 	<p>proposals from the vendors were reviewed and evaluated by a team of education experts through the Request For Qualification (RFQ) negotiation process. It was determined that the different companies provided a quality online platform.</p>
<p>35) Amendment of Memorandum of Understanding with Explore Learning, LLC - STEM Learning</p>	<p>1. GlaxoSmithKline awarded the grant to the Fund to benefit the School District of Philadelphia. The licenses will be purchased by the Fund and used by the teachers and students in the School District.</p>



Resources (\$109,000)

1. The language in the Description is confusing and I hope you can clarify it. The first sentence "In December, GlaxoSmithKline was awarded a grant to the Fund for the School District of Philadelphia," raises questions... did GlaxoSmithKline give money to the Fund? Did the Fund give money to GSK for a specific use? I did look up the [Dec 2020](#) Item and it appears that GSK gave money to the Fund. The language in this Item is confusing.