

Zimbra

[REDACTED]@philasd.org

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**Action meeting testimony/Nov 18, 2021**

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**From :** Heidi Allen [REDACTED]

Fri, Nov 12, 2021 12:49 PM

**Subject :** Action meeting testimony/Nov 18, 2021**To :** schoolboard@philasd.org, [REDACTED]@philasd.org**Cc :** Michelle Sanchez  
[REDACTED]

**WARNING:** This message originated from outside the School District of Philadelphia.  
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Dear Esteemed Board and Dr. Hite,

The purpose of this written testimony is to follow-up on two prior issues that specifically relate to students within the district that receive special education services.

The first issue is a proposal that was discussed by Office of Specialized Services staff regarding a program that would occur on Saturdays beginning this January and run through June, to make-up for learning losses that these students may have experienced. Can you provide an update on whether this program is ready to start in January and when qualified families will be notified?

The second issue is that of Covid Compensatory Services (CCS), it is my understanding that the district is reporting that over 90% of determinations have been made, when can families expect to receive notification of these benefits and were families included in the determination process?

Thank you for the opportunity to provide this written testimony and in advance for your valued input with respect to the above issues. I appreciate any support that both the Board and the superintendent has with respect to students with disabilities.

Sincerely,

Heidi Allen, district parent

Michelle Sanchez, district parent

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[REDACTED]@philasd.org


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**Testimony for November 18, 2021 Board Meeting - ELIMINATE MASKS NOW**

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**From :** Graig Saloom [REDACTED]

Sat, Nov 13, 2021 09:09 AM

**Subject :** Testimony for November 18, 2021 Board Meeting -  
ELIMINATE MASKS NOW **To :** schoolboard@philasd.org

**WARNING:** This message originated from outside the School District of Philadelphia.  
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On November 8, Governor Wolf announced that he expects to rescind that state mask mandate for K-12 schools on January 17, 2022, and two days later a state appeals court ruled that the state did not have the authority to impose the mandate in the first place. As the state rethinks the need for masks in schools, SDP and the PDPH should do the same and shift to a mask-optional policy for schools immediately. Over the past month more than 80 school districts across 19 different states have ended or eased masking requirements for students and staff as the wave of cases and deaths that many thought would accompany the reopening of schools has failed to materialize. As of this month any student or staff member who wishes to be vaccinated is able to be vaccinated leaving no basis whatsoever for continued masking - the virus is now endemic and any student or staff member taking the vaccine enjoys almost complete protection against serious illness. Continued masking significantly reduces the urgency for parents to get their children vaccinated as they keenly aware of how this same bait and switch was used on college students across the country last year - if we're not returning to normal, why bother taking an experimental vaccine for a virus that is literally 100% survivable for children? In addition COVID prevalence in Philadelphia is quite low, it has been demonstrated time and time again that COVID is literally of no risk to healthy children, and properly administered studies continue to conclude that cloth masks are of little to no value against a respiratory virus that is emitted in aerosol form. Furthermore, we know that masking is bad for the classroom as it makes communication difficult, wastes teacher time on enforcement, and inhibits social interaction. It's also uncomfortable and I would challenge any of you to wear a mask 8 hours a day five days a week and see if you think doing so is acceptable. It is time to end the COVID theater that has stolen years of our childrens' formative years in the name of politics over science.

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**Zimbra**

[REDACTED]@philasd.org

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**Testimony for November 18 Meeting - OUTDOOR LUNCH**

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**From :** Graig Saloom [REDACTED]

Mon, Nov 15, 2021 06:09 PM

**Subject :** Testimony for November 18 Meeting - OUTDOOR LUNCH **To :** schoolboard@philasd.org

**WARNING:** This message originated from outside the School District of Philadelphia.  
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As the temperature drops the district must require ALL schools to serve lunch indoors. It didn't get out of the 40s on Monday of this week yet my daughters at Greenfield were sitting on cold cement on the playground eating lunch just as they have all year....and it's only going to get colder. This is currently a school-level decision, but the district cannot risk children's health by allowing individual principals to make political decisions that defy logic and common sense. Parents should not have to worry about their children being unnecessarily exposed to the elements when they send them off to school in the morning. Thank you.

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Testimony from Racial Justice Organizing Committee  
School Board Action Meeting 11/18/21

The Racial Justice Organizing Committee would like to point out to the Board, that no matter how forward-looking and essential Policy 252 (SDP's LGBTQ and Gender-nonconforming policy) is, its full benefits can never be realized without appropriate and repeated staff training.

The last time the entire district was trained in Policy 252 was in 2016. How many hundreds of staff members have come and gone since then? Many schools still do not have a gender-neutral bathroom, still walk in gender designated lines, and sadly have adult staff members that actively continue to mis-name and mis-gender their students. Many principals do not care to enforce policy 252--and it is the job of the Superintendent and the Board to make sure that principals do their job.

We are asking for a real, effective, district-wide training that recurs annually and a robust process by which principals are held responsible for implementing Policy 252.

Our district made history by enacting policy 252, now we must ensure it is implemented effectively as well.

Zimbra

[REDACTED]@philasd.org

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**Testimony for November 18 Meeting - USELESS QUARANTINE POLICY**

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**From :** Graig Saloom [REDACTED]

Mon, Nov 15, 2021 08:11 PM

**Subject :** Testimony for November 18 Meeting - USELESS  
QUARANTINE POLICY**To :** schoolboard@philasd.org

**WARNING:** This message originated from outside the School District of Philadelphia.  
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The district in consultation with the PDPH should immediately review and update it's COVID quarantine policy to comply with the August 5, 2021 CDC guidance for K-12 schools. The district should also recognize that the city is not capable of executing the quarantine policy as it is currently enacted, thus rendering any perceived benefit moot. Finally, the district must recognize the undue burden the quarantine policy is placing on students and parents, especially after the devastating impact of more than a year of unnecessary virtual school in this city.

The district is not in compliance with CDC guidance on COVID mitigation in K-12 schools, but rather has cherry picked the most restrictive aspects of that guidance that were never intended to be used together. The CDC guidance clearly exempted masked students from the definition of "close contact" - quarantines were recommended for use only in schools that are mask optional.

*"Exception: In the K–12 indoor classroom setting, the close contact definition excludes students who were within 3 to 6 feet of an infected student (laboratory-confirmed or a clinically compatible illness) if both the infected student and the exposed student(s) correctly and consistently wore well-fitting masks the entire time."*

Under the current universal mask policy, by definition under CDC guidance, no Philadelphia SDP student can be considered a close contact and therefore there should be no quarantining at all.

The PDPH is not currently enforcing the quarantine policy in a manner that has any benefit. For example, several children at our school were notified today that they were close contacts of a confirmed case that was last in the school on November 8, a full week prior to notification. Therefore, the "close contacts" remained in school for five full days before being able to test back in on the 7th day, including the weekend. There is no point in continuing to enforce this disruptive quarantine policy that keeps healthy kids out of school if the city can't even keep "close contacts" away from the general population because the PDPH is too slow, under-staffed, inefficient, or all of the above.

Finally, the quarantine policy is keeping healthy kids out of school and once again disrupting the lives of working parents. There are children in this city who have been quarantined more

than once and it's only November, meaning that, in addition to being kept out of school for more than a year prior to this one, they now have missed upwards of two weeks of school this year - **DESPITE BEING PERFECTLY HEALTHY**. Anecdotally I understand that some schools are dismissing "close contacts" midday upon notification from PDPH leaving parents scrambling to deal with childcare. This district has a long record of ignoring working parents and continues to do so under the quarantine policy. However, there is a better option if we must have a useless quarantine policy in the first place. The district initially planned to use a test-to-stay policy to keep healthy kids in school this year - that's how the health and safety plan was originally sold to parents back in August. That policy was abandoned for political reasons before the start of school, but it should be implemented now to keep healthy kids in school and parents at their jobs.

COVID theater is totally unnecessary - staff are vaccinated and COVID poses no risk to healthy children, but if the district is going to insist on abusive mitigation strategies it should at least tailor them to comply with CDC guidance and use test-to-stay to keep kids in school. After all, pre-COVID public education used to be about teaching kids, not progressive politics. Thank you.

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[REDACTED]@philasd.org

**Board Comments 11/18/21 Jenny Aiello** [REDACTED]

**From :** Jennifer Aiello [REDACTED]  
**Subject :** Board Comments 11/18/21 Jenny Aiello [REDACTED]  
**To :** schoolboard@philasd.org

Wed, Nov 17, 2021 09:36 AM

**WARNING:** This message originated from outside the School District of Philadelphia.  
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Dear Board Members,

I am urging you to intervene in the school district's new special admission process and allow 8th graders who are attending a criteria based middle school and meet all of the requirements, to attend their affiliated criteria based high school if they so choose, without entering the lottery.

As it stands, the district is refusing to honor the practice of transitioning those qualified students to their high school and instead, are forcing those students to participate in the lottery in order to hopefully attend the high school they have been working toward during their time in middle school. **The possibility of having to leave the program they have been immersed in, the teachers they have bonded with, and the school community they are an integral part of, is traumatic for our children.** This breach of trust is totally unnecessary, mean spirited and at Carver E&S, will likely remove some of the very students your equity plan is trying to help. Our children are not simply "high performing seats" to be moved about the district, there are real social-emotional impacts to what you are doing.

During a recent call with the Office of Student Enrollment and Placement, I was told that my voice was needed in the spring when the District will discuss what worked and didn't work with the new school selection process. **Why aren't parents' voices valued now???**  
**We're telling you what won't work and offering realistic solutions.**

We know how this abrupt, non-transparent change is affecting our children. Why are you intent on rushing the process? Is this more about achieving an adult goal versus understanding what impacts this will have on students and families? The criteria based schools offer the opportunity for students to focus on their areas of interest, any attempts to "standardize" the admissions process for these specialty schools are already coming up short on your equity goal. Some schools require auditions or interviews therefore requiring school leadership input for admission, some schools have higher requirements for the writing assessment (Masterman and Central 22 vs Carver 17), Masterman is allowed to keep its Algebra 1 prerequisite while other schools cannot. How does this fit your "equity" framework?

**For the criteria based middle schools, a simple solution is to have the lottery select the students at the entry point (5th, 6th or 7th grade), then transition any qualified 8th grader who wants to stay at their affiliated high school into 9th grade and open the remaining space to incoming 9th graders via the lottery.**

Jenny Aiello  
Carver E&S Parent  
8th and 10th grade

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Zimbra

[REDACTED]@philasd.org

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**Written Testimony: Masking Off-Ramp + Test To Stay**

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**From :** Priscilla Lo [REDACTED]

Wed, Nov 17, 2021 11:44 AM

**Subject :** Written Testimony: Masking Off-Ramp + Test To Stay**To :** schoolboard@philasd.org

**WARNING:** This message originated from outside the School District of Philadelphia.  
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To Board Members and Dr. Hite,

Dr. Hite mentioned during a press conference on Tuesday that the District is considering bringing weekly asymptomatic testing to schools to keep schools open. If an infrastructure is being planned to implement weekly testing, Test to Stay has to be prioritized. Through Test to Stay, close contacts will be able to stay in school, saving many in person school days that are currently being lost unnecessarily. Leaders like you should be making decisions based on science and data for the benefit of our students.

The PA statewide mask mandate will no longer be in effect in January of 2022. This will be the perfect time to put forward an off-ramp strategy for masking in schools that is based on science and data. Not case rates--because COVID is endemic--but a combination of hospitalization and vaccination rates.

I am a big supporter of our local neighborhood restaurants. 2 weeks ago, I visited one such restaurant which was packed to the gills. I am glad to see the restaurant packed with diners, eating unmasked, clearly enjoying themselves. **However, this picture brings the question as to why local schools are demanding behaviors of students they aren't requiring of adults in the same situation,** considering the vaccine is now available to all?

- Why will students continue to mask and who are they protecting? If the answer is "students", then vaccines do a much better job. If the answer is "teachers", most teachers are already vaccinated and again, vaccines do a much better job at that.
- More importantly, why should children shoulder the COVID burden in society?

With the vaccines now available to all, why are we treating schools differently than restaurants and bars? Children need to see faces and lips to learn a language. They need to see their friends' faces to identify emotions and build healthy relationships. Seeing faces is important to their development. I once saw a parent at the schoolyard, trying to negotiate with her young child to put her mask on and she pushed back with tears. To this little kid, school is no longer enjoyable.

Leaders cannot move the goalposts yet again. I have been told that masks are necessary for public health, that not only do they prevent COVID transmission, they also are necessary to prevent colds and the flu. These viruses are endemic; are we expected to force children to mask in perpetuity, with no end in sight? When does this end? How will this end?

Priscilla Lo

Parent of SDP 6<sup>th</sup> Grader

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Good evening, my name is Cecilia Figuero. I am here not only as a member of the community but also as a mother of two Masterman students and I want to express that given the poor condition of the school building, now I am worry about my daughters, their classmates and teachers safety.

There is asbestos and rodent debris in our children's classrooms. The Art room is now a Danger Room. Recently, the steam pipe broke during class; pipes without insolation are a serious burn hazard. My 5th grade daughter receives a class in that classroom. Classrooms with asbestos, useless elevators, bathrooms, lockers; all in very poor condition. This building is from 1933. Our children are exposed to lead, asbestos, they do not breathe clean air; they do not have an open space. Has the Department of Licenses and Inspections evaluated the school facilities?

It is also concerned that the school doors remain closed until 8:15 a.m. It is only at Masterman where children wait outside and without school staff to supervise and welcome the students. This worries me. We live in a city with visible and invisible danger, predators, gun violence and the senseless shooting that takes the lives of many children. I am afraid that we are exposing our children to many dangers and I do not see any advantage in this.

Another issue is the lack of certify teachers, our students have substitutes teachers in areas of main interest such as Math and Science.

Although I am still a proud mother of Masterman, my worries now outweigh that feeling. Therefore, on behalf of myself, my community, I ask this distinguished Board for the immediate formation of an Environmental Action Team at Masterman so we can work with the District to solve these serious problems.



Zimbra

[REDACTED]@philasd.org

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**Board Comments, submitted by Amy Leib,** [REDACTED]

**From :** Amy Leib [REDACTED]  
**Subject :** Board Comments, submitted by Amy Leib, [REDACTED]

Wed, Nov 17, 2021 02:23 PM

**To :** schoolboard@philasd.org

**WARNING:** This message originated from outside the School District of Philadelphia.  
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I am writing to submit comments in advance of the Philadelphia School Board Meeting on 11/17/2021.

I am a parent of an 8th grade student at George Washington Carver High School of Engineering and Science. I understand and appreciate the District's efforts to make admission into Philadelphia's high schools more equitable. However, **I am not in support of a requirement to make Carver middle school students enter a lottery to return to their own school in 9th grade.**

When we visited Carver prior to my son's 7th grade year, we asked about continuing through high school. We were assured that **the school's goal is to have students stay at the school from 7th grade through 12th grade.** The principal acknowledged that about 80% of the middle school students continue through the high school; approximately 10% leave to attend other high schools and about 10% leave because they do not meet the academic requirements. This connection between the middle and high school programs is explicitly stated in the description of **the Middle Years Program, which "offers interested students the unique opportunity to join our school community early to enrich and deepen their STEM learning experience."** This language implies that students will stay and grow in the Carver program. It definitely does not imply that the Middle Years program would be a two-year way station for 12 and 13-year-olds who would then be required to transition again at the end of that period.

Having a small portion (~25%) of each 9th grade class be composed of returning students helps to create continuity and community in the school, which is diverse, inclusive, and connected. Requiring those students to enter a lottery and potentially relocate to different schools begins to unravel the community that the school has so successfully built. It devalues what has become a very successful middle school program in a very short time by destroying the continuity those two years have with the high school program. **This fraction of returning students does not preclude others from the opportunity to gain admission to the school through the lottery system.**

**I am requesting that Carver 8th graders receive priority in admissions provided they meet the school's requirements this year and in the future, because I believe in Carver's one school program.** However, I am also writing from a place of bias for my own child. We know that the pandemic and virtual school have not been ideal for children. My son and his entire cohort entered a brand new school (virtually) in the pandemic. They had only 8 days of in-person school in 7th grade, if they opted into the hybrid program. They are now finally in-person, truly connecting with teachers and making friends with their classmates, and feeling a return to normalcy. Unfortunately, they now have to experience the anxiety that after finally achieving some stability and normalcy, they will be separated again. And they are

feeling a loss of trust in the leadership that assured them of a future in the Carver High School when they joined in 7th grade. I understand that there are very real needs for improving equity and access to high quality education, and that there are concerns with student mental health throughout the city, but it's a shame that the change needs to be made at the expense of other students' mental health.

I will note that I am also the parent of a 6th grade student. I understand that my student will not receive any priority for admission to Carver as a sibling of a current student. And I understand that he will not receive priority for admission due to his zip code. However, I completely accept those changes in the interest of equity and fairness. And even if my younger son does not gain admission to the school for 7th grade, I hope that those who do will not have to enter the lottery in two years in the interest of preserving the excellence of the Carver program. We will take our chances on the other 150 spots in two years.

Thank you for considering this request,

Amy Leib

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Zimbra

[REDACTED]@philasd.org

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**written testimony**

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**From :** Diane Payne [REDACTED]

Wed, Nov 17, 2021 02:56 PM

**Subject :** written testimony **To :** schoolboard <schoolboard@philasd.org>

**WARNING:** This message originated from outside the School District of Philadelphia.  
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This is written testimony on Action Items 1, 2, and 14.

Action Item 1 is another example of the Hite administration's disregard of the expertise in the district coupled with the reliance on outsourced services provided by corporate entities that have no connection to the district nor knowledge of the District. The Racial Justice Organizing Committee and the Melanated Educators Collective have been testifying before you and doing the hard work around equity. Rather than working with them, the Hite administration chooses the handout of corporate donors. It is not hard to imagine that this will fail to provide the outcomes needed in the district.

Action Item 2 is a donation from the Fund for the School District of Philadelphia to help Mifflin school build a playground. Although in no way should Mifflin school not have a playground developed, the question remains how is equity figured into this donation? Sheridan was here last month indicating they have been asking for a decade for a playground. What Sheridan does not have is a Friends of Sheridan, nor a neighborhood group such as East Falls Community Council advocating on their behalf. Each month questions of equity surface at these meetings and nothing seems to change.

Action Item 14 is an Amended Contracts for \$1,500,000. I am asking the Board to clarify how amended contracts are different from change orders?

Diane Payne, [REDACTED]

Buenas noches, mi nombre es Cecilia Figuerero. Estoy aquí no solo como miembro de la comunidad sino también como madre de dos estudiantes de Masterman y quiero expresar, que dado el mal estado de la infraestructura escolar surge mi gran preocupación por la seguridad de mis hijas, los demás estudiantes y profesores.

Es un gran pesar ver que en las aulas hay asbestos y otros desechos. El salón de Arte es ahora es un salón de peligro. Recientemente, la tubería de vapor se rompió durante clase, tuberías sin insulación representan gran peligro de quemadura. Mi hija de 5to grado recibe clase en ese salón. Aulas con asbestos, elevadores inservibles, baños, lockers todos en muy malas condiciones. Este edificio es del año 1933. Nuestros hijos se exponen al plomo, asbestos, no respiran aire limpio, no tienen área de recreo. Ha evaluado el Departamento de Licencias e Inspección las instalaciones de la escuela?

Así mismo preocupa que las puertas de la escuela permanezcan cerradas hasta las 8:15 a.m. Esto solo ocurre en Masterman, los niños esperan afuera y sin personal escolar para supervisar y dar la bienvenida a los estudiantes. Esto me preocupa. Vivimos en una ciudad con peligro visible e invisible, depredadores, violencia armada y los disparos sin sentido que cobran la vida de muchos niños. Me temo que estamos exponiendo a nuestros niños a muchos peligros y no veo ninguna ventaja en esto.

Otro tema es la falta de profesores titulares, pues ahora tienen suplentes en áreas de alto interés como Matemáticas y Ciencias.

Aunque sigo estando orgullosa de Masterman, mis preocupaciones superan ese sentimiento. Por lo que en nombre mío, de mi comunidad, solicito a esta distinguida Junta la creación de un equipo ambiental que incluya a Masterman y el Distrito para así dar solución inmediata a estos problemas.



Testimony to the Philadelphia School Board

November 17, 2021

Submitted by:

Shere Anderson

Parent at Mastery Gratz High School

I am a parent of a 16 year old junior at Mastery Gratz High School. I am writing to you because the policy you are putting into place will deny many children the choice to a better school.

I was raised in Philadelphia and attended Fels High district school. Overall it wasn't bad at the time but I would definitely want something better for my child. District schools have no structure or intimacy. My child would have a hard time identifying with peers and teachers in district schools. Gratz has offered my child all the things district schools lack. That one on one attention from teachers and administrator makes him feel comfortable at school. By you changing this rule you take away the opportunity for children like mine to have a safe and welcoming education.

So my question to you is will you change the school selection policy to allow parents like me to choose the best school for my children, including public Renaissance charters like Mastery? We shouldn't hold children back from going to the school of their family's choice due to where they live. It's just not fair. Do right by our children. Let them go where they best fit in.

**From:** Horace Clouden

Wednesday, November 17, 2021

**Subject:** Action Item – 3 Request that the Board start saying No to these types of access to the teachers and principals

**To:** Board of Education

**Action Item – 1 Grant for \$3,000,000**

Board of Education Meeting Date: 11/18/2021

**Purpose:**

The aim is to co-create the blueprint to recenter equity, innovation, and design into our schools.

**Location:**

Learning Network 2

**Description:**

In alignment with the work of the District's Office of Diversity, Equity and inclusion, acceptance of this grant will allow for the professional development of school leaders and teachers through the EquityXDesign program.

The professional development of school leaders and teachers in practices to better serve all students aligns with Board Guardrail 4: Dismantling racist practices. The Office of Diversity, Equity and Design will monitor the implementation of this pilot program; the intent is to expand learning's into more networks over time. The work supported by this pilot also serves as the grounding principles for the development of the SDP Equity Framework.

**To the Board:**

Here we go again with another pilot program I understand we have to start somewhere so let's look at the Schools in Network 2.

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Gompers K-8	372	72%/61%	0%/100%	40%/42%	34%/41%	77%/52%	16%/15%	45%/38%
Lamberton K-8	564	35%/52%	0%/90%	33%/47%	15%/22%	52%/3%	3%/6%	26%/10%
Lea K-8	568	50%/47%	0%/100%	47%/45%	41%/50%	86%/86%	20%/14%	51%/53%
Locke K-8	555	75%/63%	0%/90%	32%/29%	15%/16%	92%/59%	2%/10%	40%/31%
Overbrook Ed. K-8	297	81%/75%	8%/92%	59%/74%	83%/95%	80%/73%	31%/34%	66%/68% (CW)
Overbrook K-8	284	58%/45%	0%/100%	40%/39%	37%/34%	15%/46%	18%/18%	24%/33%
Penn Alexander K-8	581	79%/80%	93%/7%	90%/85%	90%/97%	85%/90%	85%/85%	87%/90%
Washington Martha K-8	385	74%/72%	3%/93%	42%/42%	43%/44%	57%/52%	14%/16%	39%/39%

Looking at the schools in Network 2, I see a problem with teacher's attendance (highlighted), a problem with the Principal's inability to do observations in the % of Teachers Receiving an MMS Rating of Distinguished (highlighted ,looking at the number of **0%** for that item) follow by the results in Achievement (highlighted). To give access to the staff and students, without addressing the root cause of accountability would be another distraction. Also what is the turnover rate of these positions? How does a substitute teacher fix in with the data showing poor attendance for the teacher's? Surprisingly where does Penn Alexander fix in with all of this? There data shows that they must be doing something right. Would their access to this pilot be wasted? Or is there an underline racial problem with a school that is doing so well? Board members please emphasize the need to work on teacher's attendance and Principal's going into these classrooms and doing observations. Why do you continue to reward outside groups with grants when the fundamental problems aren't being address? Staff should not be rewarded with resume builders i.e. course enrollment and micro-credentials. When there is no guarantee that they would be here, especially with a three year plan. Make the District more responsible and train from within.

Respectfully,

Horace Clouden

West Philadelphia Parent and Community Advisory Council Representative

**From:** Horace Clouden

Wednesday, November 17, 2021

**Subject:** Action Item – 18 To bring awareness of the 24 High Schools with 0% in Achievement that need similar action in the form of Public School Reform

**To:** Board of Education

**Action Item – 18**

Board of Education Meeting Date: 11/18/2021

**Title: Universal Audenried Promise Neighborhood Partnership Charter School-Exercise of Surrender in Charter Agreement**

**To the Board:**

Not to get involved with the business of Charter Schools. Since your role is to regulate the operations of Charter Schools let's not forget what is happening in your own backyard. On the instructional side here is the data for the charter school in question and the data for the 24 Public high schools.

Charter School

(2017-2018/2018-2019)

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Universal Charter Audenried	516	N/A	N/A	14%	11%/45%	52%/72%	0%/2%	24%/40%

Public Schools

(2017-2018/2018-2019)

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Kensington CAPA	585	67%/54%	3%/94%	26%/24%	45%/46%	18%/21%	1%/0%	18%/18%

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Kensington HS	628	69%/77%	8%/89%	25%/19%	18%/42%	10%/13%	0%/0%	8%/15%
Fels	1118	63%/53%	0%/93%	32%/27%	42%/32%	21%/26%	1%/0%	18%/18%
Roxborough	824	57%/48%	2%/96%	27%/28%	29%/47%	17%/16%	0%/0%	14%/17%
Bartram	683	52%/48%	0%/91%	74%/25%	15%/34%	25%/31%	0%/0%	13%/19%
South Phila.	717	56%/65%	0%/100%	32%/26%	33%/31%	11%/9%	1%/0%	12%/10%
Franklin	1120	71%/58%	0%/98%	21%/21%	24%/25%	15%/15%	0%/0%	12%/11%
Martin Luther King 708		48%/46%	0%/100%	16%/28%	12%/15%	19%/10%	0%/0%	10%/8%
Edison	1259	68%/66%	6%/90%	19%/17%	9%/18%	12%/9%	0%/0%	8%/8%
Sayre	539	71%/70%	0%/97%	14%/16%	8%/21%	16%/18%	0%/0%	8%/12%
West Phila	501	49%/58%	0%/96%	14%/14%	4%/24%	18%/41%	0%/0%	8%/22%
Strawberry Mason 220		41%/45%	0%/82%	14%/17%	5%/30%	15%/28%	0%/0%	7%/18%
Overbrook	646	43%/56%	0%/88%	16%/12%	3%/11%	14%/13%	0%/0%	7%/8%
Frankford HS	1120	71%/58%	0%/98%	21%/21%	24%/25%	15%/15%	0%/0%	12%/11%
Vaux BP HS	258	80%	No Data	21%	40%	23%	0%	19%

## City-Wide High Schools

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Phila.Mil. Acad.	292	61%/55%	0%/100%	40%/50%	63%/73%	77%/26%	7%/0%	48%/28%
The Workshop	258	72%/67%	36%/64%	43%/40%	65%/58%	23%/41%	0%/0%	30%/34%
H.S. of the Future	561	56%/34%	0%/100%	48%/45%	65%/62%	19%/17%	0%/0%	25%/23%
Mastbaum	773	68%/69%	2%/96%	24%/21%	38%/28%	29%/29%	4%/0%	25%/21%
Randolph Tech.	432	64%/60%	0%/100%	42%/22%	58%/37%	24%/32%	0%/0%	25%/22%
Dobbins	724	71%/67%	24%/76%	26%/24%	39%/45%	22%/22%	0%/0%	22%/23%
The Linc	254	61%/61%	0%/100%	28%/18%	45%/40%	25%/17%	0%/0%	22%/16%
The U School	285	61%/68%	18%/82%	95%/15%	66%/20%	12%/18%	0%/0%	23%/13%
Building 21	364	50%/45%	0%/89%	24%/30%	21%/55	12%/27%	0%/0%	12%/26%

I understand you must do what you have to with this Charter school but let's not forget the bottom half of your 52 Public High Schools. There are *fifteen* Neighborhood and nine City-wide High Schools. When there is a concern about the new site selection process this is why. How do you find your fit in this? Does the District just add this charter school to the bottom half? There hasn't been any discussion about the failure in the District schools. I submit to the Board that the grade configuration must be change for success because of the years of failure from 9<sup>th</sup>,10<sup>th</sup>,11<sup>th</sup> and 12<sup>th</sup> to 10<sup>th</sup>,11<sup>th</sup> and 12<sup>th</sup>. Remember, to address any problem in education you must get better attendance with your teacher's and better accountability with your principal's. Plus consider the charter school becoming the trade school for the South Philadelphia area because they

closed the only trade in South Philadelphia and that was Bok Vocational High School. Again it's up to you to instruct to the Superintendent what you think is needed.

Respectfully,

Horace Clouden

West Philadelphia Parent and Community Advisory Council Representative



**From:** Horace Clouden

Wednesday, November 17, 2021

**Subject:** Action Item – 3 to request the Board look into offering an equal path of success through Driver’s Education, Swimming Education and Aviation for those students who are not going to college

**To:** Board of Education

**Action Item 3 \$29,556,000**

Board of Education Meeting Date: 11/18/2021

**Purpose:**

To support postsecondary readiness, college awareness and preparation services

**Location:**

32 K-8 and 12 High Schools

To the Board:

Here again support for those who are considering college. What about the other 92% of students who are in these failing schools? Who are not considering college? The schools mentions in this grant are among the 92%. But what about their peers who want to be able to compete in the local economy? When there is a matching grant how is that being accomplished? Where is the matching concern for the remaining students? This can be accomplished through Driver’s Education, Swimming Education and Aviation. The Board needs to instruct the Superintendent to make this happen. You have to push him to do this. The current graduating class would be missing out on opportunities if it was not for a driver’s license or lifeguard certification. The facilities are there, the space is there and the money is there just instruct the superintendent on what the Board thinks is needed. The City of Philadelphia needs this, employable youth right out of High School.

Horace Clouden

West Philadelphia Parent and Community Advisory Council Representative



November 17, 2021

Hello School Board,

This letter is to ask the Philadelphia School Board to treat all schools regardless of type public, charter or renaissance equal. My children are in 4<sup>th</sup> and 1<sup>st</sup> grade. I applied to Mastery Clymer Elementary School but since I don't live in that catchment area I was told that my children cannot attend. I live in the Potter Thomas catchment. I wasn't aware that as a parent I can't make that choice for my children. You have a policy in place that stops me from choosing the school I feel would work best for my children. We have family members attending Mastery Clymer and they are doing amazing. Going to Clymer would also cut down my travel time to and from my child's current school since I live nearby. This seems very unfair to me and needs to be changed.

Please give parents the ability to pick whichever school they feel is the best fit for their child. Put our children first.

Sincerely,

Camille McCalla-Muldor

■■■■ ■■ ■■■■

Zimbra

[REDACTED]@philasd.org

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**Board Comments**

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**From :** Pep Marie [REDACTED]

Wed, Nov 17, 2021 03:36 PM

**Subject :** Board Comments **To :** schoolboard@philasd.org

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Pep Marie  
[REDACTED]

Dear Board members,

My name is pep marie and I am an sdp alum, supporter of current students, education justice organizer and concerned community member,

For decades, school communities have been fighting for the clean up of mold, asbestos, pests and lead in our schools. There is no excuse for students and school staff being subjected to these conditions and we are due for a new approach. We are a severely underfunded school district and we've watched the money directed for these conditions be mismanaged time and time again by district leadership. This top down approach to this huge problem ignores the passion and expertise of our school communities, especially in our Black, Brown and poor neighborhoods. Across the country communities are calling for safe schools! It's time to transform our schools!

- Information must be transparent and accessible to ALL school communities.
- We need a representative and independent citywide board, separate from the school district, to oversee spending priorities, construction progress, and decide on best practices for construction processes and environmental testing.
- The school district must create a master facilities plan with input from school community members to rebuild or repair every school, remediate environmental toxins, and reduce each school's carbon emissions using union labor and minority-owned companies.
- We need to win the money needed so every child has a 21st century school building by: taxing the rich, using federal money, and cancelling Wall Street.

[Parents United, Philadelphia Home & School Council, PhillyDSA, Reclaim and Our City Our Schools coalition full demands](#)

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## SLA @ Beeber Home & School Association

  
Philadelphia PA 19131

We, the parents of Science Leadership Academy at Beeber, are writing to demand a more equitable admissions process for our current middle school students. Specifically, we demand that the District allow all current Beeber middle school students to be granted automatic admission to the SLA at Beeber high school.

SLA at Beeber is a school that has always admitted students by looking at applicants holistically to value the many academic, social-emotional, athletic, artistic, and cultural gifts that young people bring to our school community. As a culturally relevant, project-based learning school, our community thrives on the diverse ways of thinking and interacting that our students and teachers bring. With a student population that is about 75% Black, about 10% other students of color, and about 15% white, we are deeply committed to ensuring that our student population roughly reflects Philadelphia's broader demographics. With our school located in a culturally diverse, predominantly Black neighborhood, we are also deeply concerned that the new admissions process will result in the exclusion of Black students rather than fulfilling the District's stated goal of increasing the Black population across Philadelphia's special admission schools.

With this in mind, we urge you to grandfather in our current middle schoolers for the following reasons:

1. All current Beeber middle schoolers - but especially our founding 8th grade class - were told upon their middle school admission that they were all but guaranteed admission to SLA Beeber high school. This was a major factor in many parents' choices to send their children to Beeber, and it has, up until last month, provided Beeber middle school students with a sense of security to know that they would be able to remain in this close-knit school community until they graduated high school.
2. Our middle schoolers have lived through the stress and trauma of a year and a half of online learning, the deaths of family and friends due to COVID and gun violence, and the last minute switch to a new school building due to the district's mismanagement of the Beeber construction projects. We know from countless studies

## SLA @ Beeber Home & School Association

  
Philadelphia PA 19131

and our own experience that this trauma is experienced disproportionately in low income and/or Black and Brown communities. This is especially true for families whose parents could not work from home to be their children's second teachers during the difficult months of online learning. In the context of these traumatic circumstances, many students' grades dropped, even though these young people have remained constructive contributors to the school community. The Beeber community would suffer if we were to lose these bright, creative students simply because their grades do not live up to the minimum GPA requirements for admission to the high school. Further, it is incumbent on Beeber and the District to care for these students by offering them the safety and consistency that comes from remaining connected to a caring school community in which they and their families are already known and loved. By preventing our current 8th graders from automatically moving up to the Beeber 9th grade, the District will be excluding some of the most marginalized and traumatized students from our community. We value every young person in our school community, and we do not want to lose a single one of them.

3. Finally, Beeber teachers and administrators get significant support from the strong middle and high school parent community, which has banded together in these difficult times. Without provisions to ensure that our current 8th graders are automatically granted admission to the Beeber 9th grade class next year, we are sure to lose many of our most involved families whose contributions sustain the community in numerous ways.

We are one school. Our teachers, students, administrators, and families all see ourselves as part of one large learning community. We share resources and strategies. We support one another. We treat any concern as a concern for the entire school community. It makes no sense to force our children to reapply to the school they already attend simply because they are crossing the threshold from middle to high school, especially since there are more than enough slots in next year's 9th grade to accommodate all of our current 8th graders.

## SLA @ Beeber Home & School Association

  
Philadelphia PA 19131

We are now offering District leaders the opportunity to correct this mistake before it becomes an entrenched injustice. We know the District has no interest in perpetuating racial inequity, yet in the case of SLA at Beeber, not honoring the promises previously made to our middle school students will do just that. Our families do not deserve this kind of dishonesty, and our school community does not deserve to lose the culturally rich, predominantly Black population of students who have made this learning environment so dynamic.

Sincerely,  
SLA Beeber Parents

November 17, 2021

Dear President Wilkerson and Members of the Philadelphia School Board,

I am writing to you tonight to ask a simple question. Why are you creating different rules for District Schools and Renaissance Charter schools? Both are public neighborhood schools that serve all children. As parents we deserve the choice to choose the right school for our children.

My name is Asha Felix and I am the mother of an 8<sup>th</sup> grader who attends Harrity Elementary – which is a Mastery Renaissance charter school. Harrity is a public school. It was and still is our local neighborhood public school. 11 years ago – before the Mastery turnaround it had become one of the lowest performing schools in the city. Not anymore. Our children are learning and thriving.

I also have a 12<sup>th</sup> grader who attends the U School – a new public district school.

I don't care if a school is run by a charter or by the district. As a parent what I care about is that it is good school, that it is the right fit for my child, and that I have a choice.

I was glad to see recently that in an effort to expand equity and access you changed your School Selection Policy to allow families to enroll in district schools outside of their catchment zone. What I don't understand is why you would not extend this same opportunity to parents who want their children to attend a Renaissance public charter school? In the name of equity you have created a policy that is completely inequitable.

I have a relative who is desperate to get her children out of their district school. She would love to send her children to Harrity but can't because she lives outside the catchment. Now you are saying she can send them anywhere but Harrity.

Will you please change the School Selection Policy to allow families to enroll their children into any public school outside their catchment area (assuming there are seats available), including Renaissance Charter schools?

I look forward to your response.

Sincerely,

Asha Felix  
Parent, Mastery Harrity Elementary



Zimbra

[REDACTED]@philasd.org

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**Board Comments**

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**From :** Shaheen, Rania [REDACTED]

Wed, Nov 17, 2021 03:56 PM

**Subject :** Board Comments **To :** schoolboard@philasd.org**Cc :** schoolboardcommittees@philasd.org

My name Is Rania Shaheen i am a science teacher at the school district of philadelphia and I am Habiba's mother. she is a student at carver in 8th grade. I was so frustrated and confused about the sudden decision of lottery that was made that may affected our beloved students negativey. When we first applied in carver and my daughter got accepted as a 7th grader I met the principal and he assured that they only reapply again in 9th grade or high school but they get accepted and they do have priority as carver middle schoolers. what was the point of me taking my daughter out of her old school and leave her friends and drive 20 mins daily if she wasn't going to complete her path of success, it is completely unfair to go through a lottery system if my daughter is an A star student at carver and since she got accepted is doing a great job and hard working.

My daughter can't sleep daily she keep asking me mom what did I do wrong to take me out of carver I did all what I can and worked hard to save my spot and go forward to fulfil my dream of success. As a mother tell me how am I suppose to answer that question:( why let our kids feel guilty and angry,why make it difficult for them they already suffered last year from covid had to change their style of learning suddenly and did well I assume, why now create a new system that wasn't tested or approved or even given inadvance to us to atleast listen to our points of view. we have rights and have to be listened and appreciated. I know that all kids have to be treated fairly but think about a system that can be evenly fair to everyone.

Please Please Please I am asking for your passion and compensation to help me and all parents to find a way for our children to complete their education and path of success to become doctors and engineers at carver school and to be treated fairly.

I hope you got my feeling and understood how I feel as a mother and a teacher.

I ll try all means to protect my daughter and to assure her the position she deserves and to stay in the school she loves...

Habiba loves Carver school:)

I hope my email gets your attention

Have a lovely day

Thank you very much for your time

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Testimony to School board  
November 17, 2021  
Submitted by Antonina Bennett-Butler  
Bethune Elementary School Parent

My name is Antonina Bennett-Butler. My son is in the 6th grade at Mary Mcleod Bethune.

I am here tonight because the policies you have put in place are denying me the choice to send my child to a better school. I don't feel that is fair to myself or my child. It is taking choices away from myself and my child. He don't have an equal opportunity to advance in his education.

If this were your child you would want the best!

Will you please change the school selection policy to allow parents like me to choose the best school for my children, including public Renaissance charters like Mastery? I applied to Mastery but because I don't live in the catchment I was told I was ineligible.

You made the rule in the first place so I am sure you can change it to be fair for all of us.

Imagine walking past drug dealers, smokers looking for drugs, and prostitutes just to drop your child off to school! Then once in the school one child can mess it up for the rest of the class. My son gets bullied for wanting to learn and for being smart he deserves better. It's not just me knowing it and wanting the best for him, he knows it too!

11-17-21

**Dear President Wilkerson and Members of the School Board,**

**My name is Melanie Dash and I am a member of the Mastery Parent Action Team. Our families have been and continue to battle with the loss and trauma of COVID and gun violence.** My own daughter nearly died but miraculously survived COVID after several weeks in the ICU. And now we mourn the loss of several students and family members who have lost their lives to gun violence over these past months. It's heartbreaking.

As parents we are doing everything we can to keep our babies safe. Mastery is too. And I know you are working tirelessly as well.

I am writing tonight to bring to your attention something that if left unaddressed will have serious consequences on our children's health. **Mastery is working to install new HVAC systems in every one of our schools to ensure that students and teachers have clean fresh air in every classroom.** This is music to the ears of thousands of parents and really demonstrates a serious commitment to bring our public schools up to the highest level of health and safety.

But there is a catch. **For those Mastery Schools that do not have signed charter agreements, there is a chance you as the School Board will not let them proceed with the installation of new HVAC systems that will help our children breathe and stay healthy.** This will have a devastating impact on mostly Black and brown children from the very communities that have suffered the most from dis-investment, racism and poverty. Mastery is ready to invest \$55 million in ensuring that our children have clean fresh air. It is totally disheartening to think that it could be stopped or even stalled because you are insisting on unreasonable and unfair terms in the renewal agreements that make it impossible to Mastery to sign if they are to act responsibly on behalf of the students and families they serve.

**It is a Catch 22. If Mastery signs the agreements as you have proposed they put in jeopardy the future of our schools and our children's education. If they don't sign, then they put in jeopardy the health of our children.**

I believe this has a **very simple solution:**

1. Allow Renaissance charter schools to use the same enrollment policy as district schools.
2. Draft fair agreements that don't allow the Charter School Office to change the terms at will.

Thank you in advance for your consideration and for your commitment to equitable education for all.

Sincerely,

Melanie Dash  
Parent  
Mastery Parent Action Team

Zimbra

██████████@philasd.org

**For Action Meeting: Equity in Playgrounds and Libraries**

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**From :** Barbara Dowdall ██████████

Wed, Nov 17, 2021 04:30 PM

**Subject :** For Action Meeting: Equity in Playgrounds and Libraries



**To :** schoolboard@philasd.org

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Playgrounds and libraries are essential—for physical development on one hand and academic achievement on the other. Administration is aware of examples like 123 year old Fidler, all concrete, no play equipment and 215 schools with no librarian. Only the board can rectify this stark landscape by telling administration the resources are a priority. Why are we asking schools to beg for what should be provided?

Barbara McDowell Dowdall  
Fidler, Class of January 1958  
Roosevelt Jr High, 1958-60  
Girls' High, Class of January 1964

Sent from my iPhone

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