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Action Item Questions	Submitted by:	Response
<p>6) Contract with Brownstone Public Relations to Expand Two-Way Community Engagement Efforts (\$70,000)</p> <ol style="list-style-type: none">1. Why is this action item coming from the Superintendent's Office instead of Communications?2. What does this contract do that is different from the strategic environmental communications?3. What is the pragmatic scope of this work?4. What outcomes are we hoping for in order to ensure a return on investment?	<p>Vice President Egea-Hinton</p> <p>Board Member Fix-Lopez</p>	<p>[Action item has been withdrawn.]</p>



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<p>5. What are the deliverables?</p> <p>6. How are we aligning strategies with families via the Family and Community Engagement (FACE) Office versus work in this item?</p> <p>7. How does the work intersect with work that's already happening in the district?</p>		
<p>9) Energy Performance Contract with NORESO for the Guaranteed Energy Saving Act (GESA) 3 at Heston, Locke, Washington, Franklin, Hackett, Clemente, Ellwood, and Kirkbride Schools (\$125,000,000)</p> <p>1. How do we plan for the next series of schools as it relates to the GESA projects?</p>	<p>Vice President Egea-Hinton</p>	<p>The Operations Division plans for the next series of GESA projects by identifying prospective District schools in specific geographic regions that will achieve the highest return on investment. The Operations Division works with an energy consulting firm that specializes in managing school districts energy savings initiatives to objectively assess the following factors for the purpose of informing the selection process:</p> <ul style="list-style-type: none"> • Schools with low HVAC system FCA (Facility Condition Assessment) scores • Location, with preference giving to economically high-needs (disadvantaged) neighborhoods • Financial viability of the project



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		<ul style="list-style-type: none">• Construction management approach• Proposed M/WBE approach• Savings calculation methodology• Measurement and verification of savings• Guaranteed savings history• Green and sustainable design approaches• Education/outreach for students and staff on the energy project• Energy Services Company (ESCO) client references• Reliability of equipment performance of ESCO's past retrofit projects• Performance during oral interview process <p>Additionally, subcontractors are evaluated in the selection process considering the following factors:</p> <ul style="list-style-type: none">• Safety record – reviews of safety program and accident history• M/WBE status• Current and future workload• Past performance of work of a similar scope and size• Bonding capacity• Financial viability• Price
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		<p>All schools selected for GESA projects benefit from the heating, ventilation, and air conditioning improvements that are provided as part of the GESA contract. These benefits include increased environmental comfort and improved indoor air quality as required by the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) and the Federal ESSER (Elementary and Secondary School Emergency Relief) funding.</p> <p>The GESA 1.4 project is scheduled to start in 2023 and be completed by 2024. Overall, the GESA 1 program will have completed HVAC improvement projects in twelve (12) schools by the end of 2024.</p>
<p>20) Ratification of Acceptance of Grant from the Pennsylvania Department of Environmental Protection. Driving PA Forward: CY21 Truck & Bus Fleet Grant Program (\$936,000)</p> <p>1. How many buses do we have and how many are we phasing out</p>	<p>Board Member Danzy</p> <p>Vice President Egea-Hinton</p> <p>Board Member Salley</p>	<p>1. There are 370 buses in the yellow bus fleet. We have an additional 46 buses that were phased out and scheduled for auction. We have 171 buses over 15 years old, exceeding the national standard of 12 years of age.</p> <p>2. Here is a chart of the current yellow bus fleet.</p>



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<p>2. Request for a simple chart that shows how many are electric, how many are needed, etc</p> <p>3. Request to see a comprehensive overview of the strategy and the bigger picture around this work</p> <p>4. What's the average lifespan of our buses?</p>		<p>3. Our goal is to modernize the District's yellow bus fleet and have an average fleet age comparable to national standards. In order to accomplish this, our overall strategy is to continue purchasing a mix of buses including electric and clean-fuel ones to replace our aging buses. During FY22, with capital funds and awarded grants, we purchased 21 new buses (16 unleaded and 5 electric). With our most recent award of the Alternative Fuels Incentive Grant (AFIG) and Driver PA Forward - On Road Rebate (2021), we purchased 9 additional electric buses, which are scheduled for delivery in early 2023. In order to efficiently modernize the fleet and to phase out 171 buses that are over 15 years of age, we plan to diversify our fleet with alternative fuel (propane) buses in addition to electric and unleaded gasoline. The FY23 purchase plan includes 47 new buses (9 electric and 38 propane). Diversifying the yellow bus fleet will allow the District to reduce its carbon footprint and expeditiously phase out the older fleet. We will continue to apply for</p>
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		<p>grants to supplement the cost of electric buses.</p> <p>4. The average age of the fleet is 13 years. However, we have 171 buses over 15 years old, exceeding the national standard of 12 years of age.</p>
<p>24) Amendment of Contract with Multiple Vendors - Interpretation and Translation Services</p> <ol style="list-style-type: none"> 1. How are we holding vendors accountable for ensuring that translation services provided are accurate and appropriate? 2. What are the reasons for delays in the use of services? 3. How are we ensuring that all staff are being trained in how to access and utilize translation and interpretation services that are available? 	<p>Vice President Egea-Hinton Board Member Fix-Lopez</p>	<ol style="list-style-type: none"> 1. To ensure services are accurate and appropriate all translated products receive a final proofreading quality service review by another individual before the final product is sent to the requestor. 2. The reasons for delays in the use of translation services are: the number of words in a document, few translators available to translate more obscure languages, complexity of the document, number of projects, competing priorities that require translating some documents before others. Additional delays include: document formatting, proofreading, and requestors making additional edits in documents submitted for translation.



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<p>4. How are we collecting data, particularly on the usage of translation and interpretation services that are available to schools?</p> <p>5. How can we improve our use of services being offered? How do we standardize the use of these services across schools? How are we ensuring we are utilizing the serves correctly?</p> <p>6. Why are we utilizing three different vendors to provide the services?</p>		<p>3. Annually, quick reference guides for accessing telephonic interpretation as well as requesting translation and interpretation services are shared with school leaders, department heads, secretaries, counselors, family engagement liaisons, bilingual counseling assistants, and other school-based positions who support parents and guardians whose primary language is not English. Instructions for how to request translation services also exist on the Office for Family and Community and Engagement (FACE) website.</p> <p>4. Translation and interpretation requests forms allow us to collect, track, and monitor translation and interpretation services.</p> <p>5. Board Policy 139 standardizes the use of these services across schools. FACE provides training and resources for school-based and district-level personnel on language access support. In September 2022, the Language Access Concern Form was launched, which allows individuals to report concerns.</p>
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		<p>6. At this time, it would not be more efficient/effective to use a single vendor as we know of no local vendors that have the capacity to support the volume of District translation and interpretation work. Three vendors have allowed us to increase the number of languages translated, improve the time to complete requests, and better support simultaneous requests. This approach has also limited the risks of project rejection based on timeline, completing vendor requests, and contractor language capacity.</p>
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