

**By: Electronic Mail** 

Please enter into the Record for the May 25, 2023
Philadelphia Board of Education Action Meeting

May 24, 2023

School District of Philadelphia Board of Education 440 N. Broad Street, Ste 101 Philadelphia, PA 19130-4015

RE: Resubmission of Global Leadership Academy International Charter High School

Dear President Streater, esteemed members of the Board of Education,

My name is Vanessa Brown-Nedrick. I am a proud and determined member of the Board of Trustees for the Global Leadership Academy International Charter High School. Today, I stand before you as a strong advocate for our scholars, our community, and for an educational system that embraces innovation and excellence.

We are here today at a crossroads of opportunity and responsibility. The opportunity lies in the possibility of expanding the highly successful model of the Global Leadership Academy to high school education, offering a continuum of high academic expectations and global enrichment for our scholars. The responsibility rests on our shoulders, yours and ours, to respond to the urgent demand from our community, demonstrated by the 3,600 scholars on the waiting lists of our feeder schools.

<u>Let me make it emphatically clear</u>: Global Leadership Academy International Charter High School is governed independently. Our Board, composed of devoted, diverse, and dynamic leaders, is

deeply involved in every strategic decision that shapes the future of our school. We are the stewards of our mission, and we bring our collective expertise, commitment, and passion to bear in overseeing all aspects of our school's operation.

Our Board vetted and reviewed the charter school application that represents the aspirations and dedication of our entire community. We stand resolute in our commitment to transparency, accountability, and legal compliance with the Charter School Law, principles that have guided us through every step of this process.

The expertise and vision of respected educators underpin our plan, while the innovative approach of Stephanie Malia Krauss shapes our curriculum. This blend of proven leadership and forward-thinking pedagogy is our recipe for a transformative high school experience for Philadelphia youth.

I stand before you today to assert our case. Our revised application was painstakingly constructed, addressing the recommendations and criticisms of the Charter Schools Office. We believe we've addressed the concerns and filled in the gaps from our previous submission, creating a plan that should stand up to scrutiny.

Today, I appeal to your sense of fairness, your dedication to education, and your commitment to Philadelphia's students. We urge you to give our revised application the diligent, unbiased, and thorough review it deserves.

We are ready, willing, and equipped to run the day-to-day operations of our proposed charter high school, continuing our commitment to delivering world-class education to our scholars. We stand poised to turn our collective vision into a reality.

In the spirit of collaboration and in pursuit of a common goal, we request your approval of our charter application. Together, we can make a lasting impact on the lives of our scholars and on the future of Philadelphia. Thank you for your time and your consideration.

Respectfully,

GLOBAL LEADERSHIP ACADEMY INTERNATIONAL CHARTER HIGH SCHOOL BOARD OF TRUSTEES By: Vanessa Brown-Nedrick, Secretary



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RE: Resubmission of Global Leadership Academy International Charter High School

Dear President Streater, esteemed members of the Board of Education,

My name is Dr. Colona Roberts. I am president of the <u>independent</u> Board of Trustees of Global Leadership Academy International Charter High School. Today, I stand before you not just as a representative of our school and fellow board members, but as a stalwart defender of our community and the transformative power of quality education.

We are at a pivotal moment. We have the chance to expand the successful model of the Global Leadership Academy to high school education, offering scholars continuity and consistency. The staggering number of over 3,600 scholars on the waiting lists of our proposed feeder schools is a clarion call from our community - a call for the extension of our proven, enriching, and empowering model into the high school years.

Let me <u>emphasize</u>: Global Leadership Academy International Charter High School operates <u>independently</u>, with our Board making informed and strategic decisions about every facet of the school's operations. We uphold high standards of governance and accountability and are fully

committed to ensuring that we meet the needs and exceed the expectations of our scholars and community.

The blueprint for our high school has been laid out by esteemed educators such as Dr. Naomi Johnson-Booker and Dr. Deborah Stern. The progressive, flexible approach of Stephanie Malia Krauss informs our curriculum, preparing our scholars for a rapidly changing world. The best practices that we have adopted have been vetted and approved by the School District of Philadelphia.

Our vision has been met with strong support from our community. Over 200 letters, signatures, and testimonials from students, staff, parents, alumni, community leaders, and elected officials demonstrate the confidence they place in our mission and our leadership.

We were pleased to note that our recent <u>charter application resubmission</u> was largely approved by the Charter Schools Office. Any issues raised by the CSO clearly involve items that are consistently regulated by the CSO, are beyond the scope of the Charter School Law, or can be addressed as conditions in a proposed charter agreement.

I am here today to appeal to your fairness, your commitment to the students of Philadelphia, and your belief in the power of education. We ask that you vote to approve our application.

Our community cannot thrive unless our schools thrive. Education is the gateway to upward mobility, the route to fulfilling dreams, and the engine of success. I urge you to stand with us, with our scholars, and with our community by approving our charter application.

Together, we can create a brighter future for our children, for Philadelphia, and for the world. Let's turn our shared vision of outstanding education into a reality. Thank you for your time and consideration.

Respectfully,

GLOBAL LEADERSHIP ACADEMY INTERNATIONAL CHARTER HIGH SCHOOL BOARD OF TRUSTEES BY: Dr. Colona Roberts, President



# [EXTERNAL SENDER] Board Comments

1 message

### Abigail Weaver SLP

Wed, May 24, 2023 at 9:24 AM

To: schoolboard@philasd.org

Dear School Board Members,

I am a speech language pathologist working at South Philadelphia High School.

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report (see attached).
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely, Abigail Jackson



Dear Stakeholder

We are writing to present our third annual survey, detailing experiences of Speech Language Pathologists employed by the School District of Philadelphia, serving thousands of students with disabilities enrolled in our Philadelphia public schools.

There is much to celebrate! Data shows a positive impact on service quality indicators correlating to implementation of the workload model this school year. SLPs reported high levels of social support and collaboration from colleagues and placed high value on departmental professional developments provided by SDP.

We hope you will share our sense of urgency in addressing SLP vacancies, as we have an estimated 53 vacancies for 164 altotments. SLPs who want to work for the District are me with multiple hurdles such as broken links on the latent website, months long delays in scheduling interviews, inaccurate and delayed offer letters, and most recently, a convoluted "eligibility" application that does not efficiently replicate to the SLP application.

After reading through workspace data, we also hope you will share our deep concerns about SLP workspaces. Related service providers (SLP, OT, PT, Psych) are often assigned to see students in crowded, unsafe, unhygienic, noisy and non-confidential workspaces that were never intended for instruction. We have reports of people working in active storage areas and unsecured vestibules, sometimes without appropriate furniture or even electrical outlets. These spaces normalize the unequal treatment of children with disabilities and contribute to high attrition. We need district wide workspace policies that protect the safety and dignity of disabled students and staff.

Thank you for taking the time to read through the important data on the following pages. We are looking forward to solution-focused collaboration and we are available to meet after 4:00 on weekdays to work together. If you would like to meet with us to discuss how we can work together to make sure Philadelphia students have access to high quality services, please respond to this email or complete this form.

Sincerely, SLPs' Initiative for PA Schools Executive Board

### 2022-2023 SDP SLPs Survey

canva.com

### Sent from my iPhone



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Sincerely, SLPs' Initiative for PA Schools Executive Board

# RECRUITMENT AND RETENTION PROGRESS REPORT

### SCHOOL DISTRICT OF PHILADELPHIA

Based on fall 2022 survey data collected from 101 out of 119 SDP SLPs Presented by SLPS' Initiative for PA Schools

DOMAIN	INDICATOR	REMARKS	
HIRING	CRITICAL	Opaque, ineffective hiring practices contribute to persistent vacancies.	
WORKLOAD	Needs Improvement	Systemic inefficiencies and compliance demands increase workload pressure.	
MMORKSPACE	Needs Improvement	Inappropriate workspaces normalize inequitable treatment of disabled students and contribute to attrition.	
schrofessional Development	Area of relative strength	SDP SLPs report high rates of satisfaction for departmental PD.	
HISTORY SUPPORT AND COLLABORATION	Area of relative strength	SDP SLPs report high levels of support from colleagues and school communities.	

PLEASE CLICK ON DOMAIN TITLE TO BE DIRECTED TO DATA SUMMARIES AND RECOMMENDATIONS.

THE SPEECH/LANGUAGE DEPARTMENT HAS NOT BEEN FULLY STAFFED FOR OVER 10 YEARS.

THERE ARE OVER 50 ASSIGNMENTS WITHOUT AN SDP EMPLOYED SPEECH LANGUAGE PATHOLOGIST OF 164 ALLOTMENTS.

Estimated Number of Vacancies\* = 53

Estimated number of Currently Employed by SDP = 111

\*There are estimated 16 in person contractors and 10 virtual contractors, covering 26 of these vacancies, resulting in an estimated 27 position that are completely unfilled.

The SLP job link on the <u>Specialty</u> <u>Teaching Page</u> states (as of today 3/9/23):

The SLP job link on the Job Board is only for an eligibility application, requiring an additional application step not required by other teaching positions (as of today 2/18/23):

Back to prior page

The job is no longer available.

The job description you are trying to view is no longer available.

© The School District of Philadelphia 440 N. Broad Street, Philadelphia, PA 19130 215-400-4000

Closed job links and multi-step applications deter potential applicants.

Eligibility applications dissuade applicants in process of obtaining licensure, such as new graduates and applicants moving from out of state.

### SCHEDULING INTERVIEWS AND RECEIVING OFFER LETTERS

4 of 11 22-23 hires responding to this question waited 3 or more weeks for an interview.

2 of 13 22-23 hires completing the survey waited 3 or more weeks to receive an offer.

8 of 13 22-23 hires reported difficulty understanding their salary based on the offer letter.

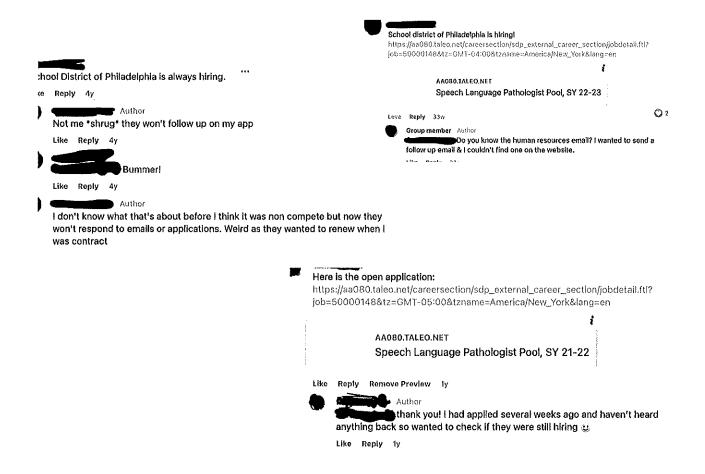
The data above reflects experiences of applicants that WERE HIRED.

How many gave up on the application process?

The following pages shed light on experiences applying for SLP jobs in SDP.

### **HIRING PRACTICES: BARRIERS**

The following screenshots are from a statewide professional facebook group for SLPs.



None of the people in these messages now work for SDP.

We can not fill SLP vacancies if we do not respond to applicants.

# HIRING PRACTICES: IMPACT

A confusing application processes, slow HR response to applicants and inaccurate offer letters contribute to a high rate of unfilled vacancies.

Unfilled vacancies increase undesired attrition as current employees face increased pressure and low morale.

# Unaddressed vacancies are a self-perpetuating problem that harms students.

few applicants for more vacancies	Persistent vacancies	REDU	
		STUD	
		ACCES	
		HIGH Q	

Negative word-ofmouth marketing, attrition Increased pressure on current employees

REDUCED
STUDENT
ACCESS TO
HIGH QUALITY
SPEECH AND
LANGUAGE
SERVICES

# A recently hired applicant describes their experience applying:

"Applied 1/19, contacted to schedule interview 4/12, interview 4/25. It was very difficult to get in contact with someone who actually worked in hiring-I went through 3 SLPs before being contacted by an HR rep. My offer letter had the wrong year on it. The salary quoted on the offer letter was significantly lower than it should have been."

Immediate actions to capitalize on the upcoming hiring cycle:

- Ensure the correct application for SLPs applying to SDP is open and easy to find for potential applicants.
- Post the school locations of vacancies and allow hired SLPs to select their payroll schools. Most people consider commute times when deciding which jobs to apply for.
- Call back all applicants within 24-48 hours and schedule interviews within the week.
- Send offer letters quickly after interviews, extend the response time for offers from 3 days to at least 1 week, reflect correct salary. Current letters often cite the lowest step on the salary range when Master's is pending for new graduates, deterring applicants from accepting the position.
- Offer more in-person interviews or job fairs with offers on the spot.
- Extend offer response time from 3 to 7 days.

### Long-term actions

- Identify a dedicated recruitment specialist for SLPs and/or related services who is trained in recruitment practices specific to SLP/related service providers.
- Create appropriate *promotional and recruitment materials* for use at recruitment events.
- Send SDP recruiters to participate in statewide conferences and local hiring fairs at universities with SLP programs.
- Annual presentations to local universities from Lead therapists/administration on jobs in the SDP.
- Build upon relationships with local SLP graduate programs for teacher residency programs similar to other disciplines.

## Workload relief increases student access to high quality services.

A"Practice Quality Score" was calculated to compare impact of the workload model over time on SLP practices. Data suggests as workloads become more manageable, services and IDEA compliance improve.

Lower numbers correlate to higher quality practice patterns.	21-22 No workload model % disagree	22-23 workload model % disagree	SLPs who reported having more manageable workloads 22-23 % disagree
I have enough dedicated time in my schedule to complete mandated paperwork, such as daily notes, service logs, monthly summaries, progress monitoring, and access billing.	75	62	58
I have enough dedicated time in my schedule to complete IEPs and assessments within special education timelines without compromising the quality and consistency of my services to students.	75	62	42
I have enough time in my schedule to familiarize myself with my students' curricula so that I can make sure my goals and therapy are relevant to their classroom learning.	78	70	65
I have time to consult and plan with classroom teachers, ESOL teachers, paraprofessionals, and other related service providers often enough to support student progress.	58	45	35
I have enough time in my schedule to support my AAC users, including writing funding packets, device programming, materials creation, and training teachers, paraprofessionals and parents.	79	67	54
I am able to increase services for students when I think it would provide educational benefit. *question reworded from last year excluded from score below	77	47	41
Practice Quality Score (average of service quality and compliance indicator questions	73	6]	5

An SLP described how the workload model implemented this year impacted her services:

"I think I'm more effective with students and have time to appropriately program AAC devices for students' days in all academic settings. I have time to collaborate with teachers more to better support students across all academic settings."

FOR MORE OPEN ENDED RESPONSES ABOUT WORKLOAD CLICK HERE

# Data shows: Manageable workloads improve service quality. But not all SLPs reported workload relief.

New Hires: 13%

More manageable compared to last year: 29%

Less manageable compared to last year: 18%

About the same as last year: 39%

### SLPs' reported changes in caseloads in fall 2022

SLPs with less manageable workloads cited unexpected numbers of new assessments and early intervention transitional evaluations as well as compliance/documentation demands as contributing factors.

# Recommendations to ensure more students benefit from appropriate SLP workloads:

- Build a flexible team that can address workload challenges that arise by **prioritizing fully staffing the SLP department** via effective recruiting and retention practices outlined in hiring section of this survey.
- Streamline the early intervention process
- **Reduce redundant paperwork.** SLPs currently are currently recording the same progress data in 3 places monthly (service logs, access billing and progress monitoring).

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In alignment with ASHA's technical report, Appropriate school facilities for students with speech-language-hearing disorders, SLPs identified which of the following factors were included in workspaces at each of their assignments. Numbers represent the percent of workspaces that include each factor.

Workspaces shared by the SLP and one or more other staff member(s)

Quiet, and free from distractions

An area that is private enough to permit confidentiality

Accessible, with access to emergency exits

Adequately heated, cooled, and lighted

Sufficient electrical outlets available for operating and programming equipment

Secure for the storage of equipment and materials

Outfitted with safety devices (fire and smoke alarms) in good working order

Adequate storage for materials

Adequate locked storage space for student files

Tables and chairs to accommodate students and teachers

Located in the instructional area of the building

### **EQUITY FOR STUDENTS WITH DISABILITIES**

We normalize the mistreatment of disabled students and send a message that they are second class citizens when special education services occur in spaces that are unsafe, not confidential and never intended for instruction.

# Address inequities in learning spaces for students receiving special education.

"My current workspace is a small office. My last school it was a storage closet, and before that it was a copier room."

"Currently assigned to the closet inside of the library. Only able to accommodate two small children in a group inside, so when groups are older kids or more than 2 we move into the library, which is also used by ESOL, has the main printer for the building and is used as a break area for some staff. It is often busy and loud."

"Shared office utilized by RSPs (related service providers) and ESOL. Also used for equipment storage for sports teams."

Why are special education students receiving services in copier rooms and active storage closets?

FOR A FULL LIST OF OPEN-ENDED QUOTES DESCRIBING SLP WORKSPACES CLICK HERE.

### RECOMMENDATIONS

Stop completing capital improvement projects that don't meet the needs of special education students. Building wide capital improvement projects should include a needs assessment and plans to create safe, appropriately-sized, and adequate numbers of small instructional workspaces. Many of the newly renovated buildings in the district failed to meet special education needs.

Stop using a haphazard and piecemeal approach to special education workspaces. Establish district-wide norms for special education and related service provider workspaces to ensure equity within and between buildings

### HOW DO PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR SLPS IMPACT STUDENTS?

When SLPs have access to quality professional development, students receive services in line with best practices.

Provision of appropriate professional development that fulfills licensure maintenance requirements supports retention of highly qualified SLPs.

### Survey data shows:

- Over 80% of respondents highly value department specific professional development.
- District wide or school based PDs are perceived as less relevant to the role of the SLP.
- The overwhelming majority or over 90% of respondents value the provision of CEUs for the American Speech-Language and Hearing Association.

#### RECOMMENDATIONS

- Continue to provide SLP-specific trainings for ASHA CEUs to support for licensure maintenance and ACCESS billing.
- Create a reliable budget for SLP professional development to allow more flexibility in presentations. We primarily rely on people willing to present for free.
- Consider providing SLPs the opportunity to attend outside conferences 2 days annually as a recruitment/retention incentive.

### **SURVEY RESPONSES**

Department specific/speechlanguage pathologist led PDs provided by the SDP are meaningful to me as a speechlanguage pathologist. School-based or districtwide PDs provided by the District are relevant to my role as a speech-language pathologist.

It is important that I receive ASHA CEUs through District PDs

Strongly Disagree		33	
Disagree	4	40	O
Neutral	8	7	5
Agree	42	77	16
Strongly Agree	41	7	75
Unsure, new	5	0	0

# Social Support and Collaboration

HOW DO SLPS' EXPERIENCES OF SOCIAL SUPPORT AND COLLABORATION IMPACT STUDENTS?

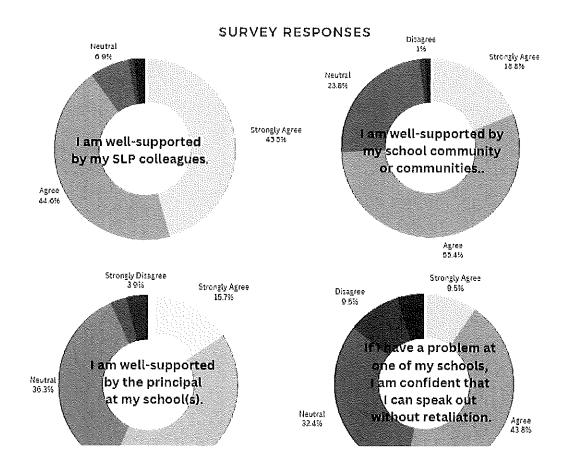
When SLPs are well-supported by other SLPs and in their school-communities, SLPs are more likely to stay in their current positions.

Overall, SDP SLPs report feeling well-supported by fellow SLPs and their school communities. Support from principals was perceived as less consistent.

Social support and collaboration are related to job satisfaction for SLPS *and* quality of SLP services. Longstanding vacancies, workspace issues and poor administrative support offset these benefits.

#### RECOMMENDATIONS

- Improve hiring so that the department can focus on programs and policies to benefit children rather than to cover deficits.
- Provide additional training to principals to develop an understanding of the role of the SLP in schools and how to create a supportive environment.



# Click title to access full resource

# HOW TO RECRUIT SUPPORT AND RETAIN SPEECH LANGUAGE PATHOLOGISTS IN PUBLIC SCHOOLS

# **ASHA 2022 SCHOOLS SURVEY**

# OSEP ATTRACT PREPARE RETAIN LEVERAGE BRIEFS

# APPROPRIATE SCHOOL FACILITIES FOR STUDENTS WITH SPEECH-LANGUAGE-HEARING DISORDERS

# PREVIOUS SIPS SDP SLP SURVEYS

2020-2021 SURVEY 2021-2022 SURVEY

### **ABOUT SIPS**

SLPs' Initiative for PA Schools, or SIPS, is a grassroots organization made up of School District of Philadelphia employed speech-language pathologists dedicated to ensuring SDP students have equitable access to high quality speech and language services. We are entering our 4th year of advocacy.

### PLEASE DESCRIBE ANY CHALLENGES RELATED TO HIRING.

Applied 1/19, contacted to schedule interview 4/12, interview 4/25. It was very difficult to get in contact with someone who actually worked in hiring-I went through 3 SLPs before being contacted by an HR rep. My offer letter had the wrong year on it. The salary quoted on the offer letter was significantly lower than it should have been.

The leads were clear with me about what my salary would be based on my education, but no one in HR was.

Was told at first I needed emergency certificate even though I hold Instructional I certification. Salary office denied my years of experience at first and was hard to reach.

I had someone to ask about it, but they basically told me what was written on my letter of hiring, salary is based on my credits. It was confusing because my salary did end up increasing, and I would have never known it would if I didn't take the job.

They told me one quote for salary and then changed it.

This is definitely specific to me, but I had quite a few hours needed to reactivate my cert. it wasn't made entirely clear that I needed them to move forward until I had my onboarding meeting with HR. That was scheduled long after I had received my offer letter; had that been scheduled sooner, I would have been able to finish credits earlier and had an easier transition to orientation

# IS THERE ANYTHING YOU WOULD DO TO IMPROVE THE HIRING PROCESS AND ONBOARDING PROGRAM?

Related Services-specific hiring staff who are versed in certification/qualification requirements, salary schedule, etc. and who could be swift in responding to applicants.

More information provided about school placements, correct salary listed on offer letter.....

Clearer advertising. Advertise on Indeed and Craigslist. Set up a comprehensive onboarding program where leads do demonstrations of procedures BEFORE we start our jobs.

Shorten time between steps to make sure applicants are actively working on what they need for the district rather than having unused wait time.

Streamline process. It was confusing which requirements were to be met at which times. Could not get past some pages or even see what was needed on onboarding software without a particular document which made it a little nerve-wracking whether process would be completed on time. SLP specific materials would help since teacher processes don't always apply to us..

SLPs provided open-ended feedback about the impact of changes in workload on their practices:

SLPS reporting MORE MANAGEABLE WORKLOADS compared to last year made comments such as:

I think I'm more effective with students and have time to appropriately program AAC devices for students' days in all academic settings. I have time to collaborate with teachers more to better support students across all academic settings...

...It also gives me more time to complete our mandatory paperwork and provide better quality therapy for my students

I am able to provide therapy in small groups, which gives each child more individualized support. I have more time to support my AAC users by having a block in my schedule to help train staff, parents, program devices, etc.

I am able to push into gen-ed classes and assist with small group instruction as it relates to comprehension and vocabulary. I am seen as a team member as opposed to 'the speech therapist who is only here 2x/week

...I engage in more intra-professional practice. For the first time ever, I have added consultative time to my schedule and I actually do it (and it is just as important as direct services). I also offer a wider variety of service delivery options so that my services are truly individual vs before, when all I could do was small group pullout

SLPS reporting LESS MANAGEABLE WORKLOADS compared to last year made comments such as:

I have less time to prepare for sessions so they are more general and less individualized, especially for groups. Students have to be grouped with others whose goals aren't compatible. I am writing IEPs closer to the deadline with less time to edit and improve them. Evaluations and Reevaluations are not as thorough as I want them to be.

The total number of students on my caseload is more manageable than previous years, HOWEVER the number of evaluations (mainly related to EI) I have to complete in the beginning of this school year is very difficult to manage. Between EI, out of state transfers, and referrals/requests I have already had 16 evals that I've completed or are in progress this school year......

I do not have as much time to do push-in lessons for my low incidence classrooms, I do not have as my time to program and consults for my students who use AAC, my paperwork and reports are not as thorough, I have to work more hours outside of my contract hours.....

Made me choose between getting evals done and seeing kids for therapy.

I have a new secondary school that has more IEPs/early intervention cases than expected. It is significantly more difficult for me to find time to screen students for disorders as well as provide MTSS services. I also have difficulty meeting monthly minutes because of the increase in IEP/evaluation/special education meetings.

# Open-ended responses to question asking SLPs to describe their workspaces show how workspace impacts services as well as staff retention.

It's in an outside vestibule that any stranger walking down the street can access at any given point in time. The school doesn't have keys for the gate securing it or the door to the room itself. I do not feel safe and the building engineer advised, "if anyone comes in, you can run out the other door."

Enclosed walls so there is no privacy. I don't feel safe from an intruder if there was ever a lock down emergency because of the open concept of the room.

I have a room in the library of a new building that I share with OT, PT, Psych. I would like to be at the building for an additional day but do not have access to a workspace for enough days to support students.

I share a full size classroom with a learning support teacher. We use furniture as best as possible to make a divider. My students constantly tell me they can't hear me and I can't hear them.

At my second space, the room is smaller and I share it with 2 other people. This is difficult because I need to find space outside of this room for evaluations, treatment sessions and meetings.

I share a small classroom with the vocational itinerant teacher. We cannot see students at the same time because they would distract each other. We only have 1 key and she has the key so I am constantly being locked out. I have missed sessions because I couldn't get into my room. If there were a lockdown I could not lock the door. I have no bookshelves at all and I'm working out of giant plastic bins that were for summer storage. The shade doesn't work so it's being held up by binder clips.

Closet off-side of auditorium, but have to use different closet/office on Tuesday mornings because the music teacher uses the auditorium. People come in all the time to use the bathroom in the office. Right next to emergency exit which is drafty. Radiator works but high in room so it isn't effective. No plugs for chargers. Broken, creeky floor.

Space off the library with a makeshift door that an old teacher attached to the wall herself.

Shared counselors office. not private. also used by other itinerant service providers such as ESOL and OT. I often try to find another space such as putting desks together in the auditorium.

Currently assigned to the closet inside of the library. Only able to accommodate two small children in a group inside, so when groups are older kids or more than 2 we move into the library, which is also used by ESOL, has the main printer for the building and is used as a break area for some staff. It is often busy and loud.

Room slightly bigger than a closet, round table and chairs take up most of the space, lockers against one wall house tests and materials, cabinet and bookshelves along other walls house the rest of materials, file cabinet contains more tests and student files. I share the room with the school psychologist and I use the social workers' room on the day we overlap. One light is currently out.

Office space with desk and one chair, SLP and students usually stand during therapy.

Shared office utilized by RSPs and ESOL. Also used for equipment storage for sports teams.

I utilize the learning support room. It is shared with multiple staff and is busy at all times.

Small office space off of another instructional space. Shared with psychologist, we do overlap one day and that day it is challenging to see all scheduled students.

When I go to my 2nd school, another staff member has to be located to open an available office. It's a waste of everyone's time, and it's viewed as an inconvenience.

Classroom shared with hearing therapist, school psychologist, and students for lunch or prayer every day.

1.7

### page 2 of open-ended responses describing workspaces

Best described as a filing closet that I share with 2 other staff members (who use the room other days during the week). This limits the time I can spend at this school. Additionally, I was given NO therapy materials, office supplies, or tests.

I share this room with the OT and psychologist. Me and the OT are here on 1 day that is the same. It is difficult for us to both pull students at the same time especially when evaluating students. There is limited storage. I bought shelving units (\$100) to put in the room because there was no where to store materials.

Small office shared with the psychologist & OT. Located conveniently next to the main office. It is uncomfortable to have a group of 3 students. Small group with 2 students is manageable.

Shared classroom with the school counselor, but I have my own space. I do not have a key to my office despite multiple requests for one. I have to be let in by another staff member and there is not always one available when I enter the building. If I have to leave my classroom to use the restroom my items are not secured.

No space in annex so have to bring AUT and LS children all the way to the 3rd floor of other building or find an empty room in the annex.

Large classroom, although it is half-filled with storage from other classrooms. I sectioned off the remaining space which is still large enough for what I need!

My office is a small, narrow closet. While it is a private space, it is unfortunately located across from the music classroom and under the instrumental music office. This leads to a lot of excess noise which makes therapy and assessment difficult (students frequently comment on being distracted by or disliking the noises coming from the other rooms). I do have access to a phone in the room, but it makes internal calls only so I cannot use it to call families. I have access to sufficient filing cabinets for student files, however I was not provided with the key for the filing cabinets and some of the drawers are broken and do not close completely. The furniture in the speech room is old and wooden. Each of the chairs creaks and/or wobbles, which frequently distracts the students. One of my students got a splinter from the wooden table last school year. Our building is working on upgrading our heating/cooling system and the heater in my room was removed over the summer. The replacement unit has not yet been installed, but there are plans to install it in the near(ish) future. I was told by one of the contractors working on the project that if it wasn't completed in time for winter I would not be able to use my office during that time.

Very small room, would not be considered a classroom. I am able to fit my materials but have to limit the number of students in one group.

Small room across the hall from classrooms, most likely intended to be a storage closet, one outlet, no windows.

I have a classroom which doubles as a storage space with desks stacked 2-high (upside down on top of right side up) which take up about 1/4 of the classroom space. I have cubbies and book shelves, which mostly hold books that are in storage for other classes. I have multiple white boards and tables and chairs. There is a significant excess of chairs that I have stacked and lined up along one wall. I have a children's bathroom and a counter with a sink. I also have a storage room with a file cabinet to which no one has the key and which holds the materials for the K-3 ELA support teacher.

My current workspace is a small office. My last school it was a storage closet, and before that it was a copier room.

I would consider it a large closet. I share it with another SLP. It would be impossible for both of us to give therapy at the same time. It holds materials, but there is not a ton of space.

I have the office conference room reserved. It's a nice size room but one entire wall is windows to the office where students hang out regularly. It's very clear that anyone having speech therapy can been seen throughout the session.



# [EXTERNAL SENDER] Board Comments

1 message

Wed, May 24, 2023 at 9:01 AM

To: schoolboard@philasd.org

Dear School Board Members,

I am a speech language pathologist working at Alain Locke School.

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,

Aja Centrone



# [EXTERNAL SENDER] Board Comments

1 message

Wed, May 24, 2023 at 3:39 PM

To: "schoolboard@philasd.org" <schoolboard@philasd.org>

Dear School Board Members.

I am a speech language pathologist working at James Dobson School and Fitler Plus Academics.

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service. We stretched entirely too think covering for other schools resulting in neglecting our own caseloads.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives. Many district employed related service providers can make substantially more money working for a contract company rather than the district. The district should provide retention bonuses for those who continue to stay.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,

Alexis Good

Alexis Good M.S. CCC-SLP/L Speech-Language Pathologist School District of Philadelphia



### **New submission from Contact Us**

1 message

Mon, May 22, 2023 at 5:10 PM

To: schoolboard@philasd.org

Name

Amanda Diesel

Date

05/22/2023



Subject

**Board Comments** 

### Message

Amanda Diesel, parent to a 2nd grade parent at Lea Elementary.

I am coming to you in gratitude for all the Lea School staff, students, leadership and Facilities team who are doing to make Henry C. Lea a wonderful place to learn. We, like all schools in the district, are working hard to make safe, healthy and welcoming spaces within our buildings that have been neglected for years. All kids, all schools, all families in this district deserve better.

Because customer service is a focus within the Superintendent's 100 day report, I am requesting a demonstration of high quality customer service on behalf of the Lea community, most importantly our children. Henry C. Lea has bathrooms that were designated as "unsanitary and outmoded" in 1968. Our goal is to get a building replacement or major capital improvements. The district has responded on our PA system, a second floor bathroom partition as well as partitioning off cleaning materials from a sink PK students brush their teeth in, however our facilities still need a lot of support. I am requesting your support on:

- 1. Security- Video surveillance system so leadership has access to working cameras and monitoring tools throughout the building. District Leadership committed in January to providing information about when we will receive this. As a parent who spoke directly with the district, I have not heard anything.
- 2. Our PK bathroom reeks of urine and is a disgusting place for kids to learn to brush their teeth and relieve themselves. Students wash their hands in unsanitary sinks and relieve themselves in smelly, seemingly dirty stalls. A parent needed to install a door handle on the PK bathroom so students and teachers did not have to use the crack between the door and the floor to get the door open. This bathroom needs replacement. As a volunteer, I have walked home to wash my hands as opposed to using this bathroom given its state.
- 3. Teacher badge system to allow our school yard doors to close and teachers get back into the building without leaving a cone propping the door open.

4. Our bathrooms need mirrors and soap dispensers replaced.

Thank you, Amanda Diesel



# [EXTERNAL SENDER] Action item 58

1 message

Amy Eckert

Tue, May 23, 2023 at 7:53 PM

To: schoolboard@philasd.org

Dear School Board Members,

I am a speech language pathologist working at Alexander K. McClure Elementary School.

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following:

Improve transparency by clearly identifying the number of allotments and vacancies for each related service.

Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.

Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.

Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.

Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,

Amy Eckert, M.S., CCC-SLP/L



### [EXTERNAL SENDER] board comments

1 message

### Amy Sponenberg-Green

Wed, May 24, 2023 at 9:05 AM

To: schoolboard@philasd.org

Dear School Board Members,

I am a speech language pathologist working at Henry H Houston and Lingelbach Elementary School in the Germantown and Mt. Airy sections of Philadelphia.

In response to Action Item 58 regarding the hiring of contracted related service providers due to long standing staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

The benefits of having speech/language pathologists as SDP employees directly benefits students, parents and school staff. Having therapists as district employees improves retention and participation in the school community which allows therapists to develop relationships and serve as a resource for parents and teachers.

Sincerely, Amy

Amy Sponenberg-Green, MS CCC-SLP Speech/Language Pathologist



# [EXTERNAL SENDER] Board Comments

1 message

To: schoolboard@philasd.org

Wed, May 24, 2023 at 10:33 AM

Dear School Board Members,

I am a speech language pathologist working at Abraham Lincoln High School

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following: Improve transparency by clearly identifying the number of allotments and vacancies for each related service.

Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.

Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.

Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.

Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,

Bella Polin

--

Thank you, Bella Polin, M.A. CCC-SLP

# Written Testimony from Racial Justice Organizing to the Philadelphia School Board

5/25/23

RE: Vote on Strategic 5 year plan

The members of the Racial Justice Organizing Committee demand that the School Board delay tonight's (5/25/23) scheduled vote on the Five Year Strategic Plan. As of this writing, most stakeholders in the district have not seen this plan. The plan is not available—less than 48 hours before the action meeting—in any form for school district staff, students, parents, and communities to read and mull over. This is either an egregious oversight, stunning incompetence, or perhaps a deliberate attempt at obfuscation. Actions like these mirror the District's lack of transparency around ongoing asbestos issues in our buildings.

The severely limited speakers list (30 community speakers only) closed very quickly after it opened on Monday. Since stakeholders have not seen the plan, and the speakers list is closed—we have no truly effective way to speak publicly on this vote.

Community members who attended Dr. Watlington's listening sessions reported that they felt the Board and Central office did not meaningfully ask for feedback. The stakeholders shared that most of these alleged outreach efforts seemed performative. We—as a community of parents, students, and staff— already suffer from a dire lack of trust in the Administration and School Board, actions such as this—voting on a plan that has not been disseminated to those it will affect—just erode the last mote of trust .that may still exist. Engagement of the education community is a racial justice issue: in a majority Black and Brown district, this lack of transparency reeks of paternalism and disrespect.

Again, our demand is that you–the Board of Education–postpone this vote on the Strategic Plan until such time that stakeholders have been able to see, read, discuss, and testify on the plan..

Sincerely,

The Racial Justice Organizing Committee



### **New submission from Contact Us**

1 message

To: schoolboard@philasd.org

Mon, May 22, 2023 at 8:17 AM

#### Name

Briana Colacino

#### Date

05/22/2023



#### Subject

**Board Comment** 

### Message

Dear School Board Members,

I am a speech language pathologist working at Blaine Elementary School

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,

Briana Colacino



# [EXTERNAL SENDER] Board Comments

1 message

To: schoolboard@philasd.org

Wed, May 24, 2023 at 9:12 AM

Dear School Board Members,

I am a speech language pathologist working at Kensington High School.

In response to Action Item 58 regarding the hiring of contracted related service providers due to long standing staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,

Bryan Vinski

Sent from my iPhone



# [EXTERNAL SENDER] Board Comments: Strategic Plan & Speaker Limits

1 message

Tue, May 23, 2023 at 4:26 PM

To: schoolboard@philasd.org

#### Good afternoon-

My name is Charlie McGeehan, and I am a teacher and Building Committee member at the Academy at Palumbo and a parent of an incoming Kindergarten student at Kirkbride.

The Board should delay a vote on the Strategic Plan until staff, students, parents, and community members have had the chance to read and comment on it. As of this moment, it still has not been released publicly.

I have been working in the District for 10 years, and a primary concern, as a teacher, community member, and now parent, has been transparency. And in the transition to Superintendent Watlington's tenure, many people shared this concern in his listening sessions. Here are a few key points from the report of those sessions:

- District staff finding out important information from the news feels disrespectful, causes distrust, and puts school-based staff in a position where they look incompetent and unprepared.
- Some felt that hiring external consultants undervalues or ignores the expertise that already exists in SDP.
- Stakeholders also acknowledged that a lack of trust between families and the District is often the result of their past experiences.
- Families and members of the community expressed that the way the Central Office asks for feedback can feel performative because it is not clear whether feedback was considered when making decisions and if so, how.

The final point feels particularly relevant at this moment, because it appears that the feedback was not heard, or at least not fully considered.

I find it alarming that the Board will vote tonight on a Strategic Plan on Thursday afternoon that staff members, parents, students, and community members have not yet seen as of Tuesday afternoon. This plan is designed to lay out the next 5 years in our District, and we deserve ample time to read, review, and comment on this plan before it is approved. Unfortunately, less than 2 days is not even nearly enough time.

In addition, the 30 speaker limit means that I currently cannot register to speak at this Thursday's meeting. This makes a mockery of public comment, especially considering the details of the plan have not yet been released while the registration for speakers is already closed.

There was hope that new leadership would bring a new direction to our District. Unfortunately, it feels like more of the same for the time being: paying consultants lots of money, not listening to feedback from staff, parents, students, and community members, and a complete lack of transparency.

The Board should delay a vote on this Strategic Plan until we have had ample time to read and comment.



# [EXTERNAL SENDER] Written testimony for May 25 Board meeting

1 message

To: Board of Education <schoolboard@philasd.org>

Tue, May 23, 2023 at 9:49 PM

Written Testimony, Board of Education Dr. Cheri Micheau, Community Member

May 25, 2023

### **Focus on Instruction**

In the current discussion in the SDP of year-round school, a longer school year, and/or longer school days, I find myself thinking: Will exposing students to more of the same ineffective instruction really help? No, it won't. If anything, it will further turn students off to school and learning. Why? We ignore the effect of daily instruction——its quality and effectiveness for individual students—on academic outcomes.

I started my career as a classroom teacher (Grades 1-12) of foreign language, then moved to ESL in university and community settings, before working in higher education for about twenty years as a teacher developer in TESOL (Teachers of English to Speakers of Other Languages). I returned to classroom teaching toward the end of my career, working in middle- and high-school ESOL, along with working as an ESOL manager for the SDP. The biggest surprise for me in returning to the classroom as an experienced teacher and teacher developer, was the overwhelming task of preparing engaging lessons every day, given the dearth of planning time in the school day and the challenge of meeting individual students' needs, finding and adapting engaging materials, and designing tasks that targeted various constellations of language skills. Admittedly, planning and delivering lessons was easier for me than for inexperienced teachers, but I realized that the quality of my lessons, and the effectiveness of them in helping students learn, depended on thorough, research-informed, systematic, and creative planning, every day, for three or four (or more) different classes each day. It is important to note that I had no small children, no second job, and no other major responsibilities, so I could spend hours every evening preparing. Few teachers have that luxury.

Planning was only one challenge. It was rarely possible for me to assess the effectiveness of each lesson afterward, to reflect on how I could improve, or to consider how various students had reacted to the lesson and what I had learned by observing students during the lesson. I did my best, but I had to move on, to plan more lessons, day after day, period after period. I was always delighted when we had a PD day in which we were encouraged to meet with colleagues to plan and to share materials or were just given time to plan on our own on a PD day, but these opportunities were extremely rare. I was mostly on my own, playing a constant game of "Beat

the Clock." And I **KNEW** that this was not ideal—that I couldn't plan the best lessons or reflect on my practices in order to improve, and was just trying to "keep up." The system was not set up for me to succeed and for my students to have the ideal learning experience.

In all the discussions about how to help SDP students improve their academic skills, and for the SDP to see significantly higher test scores that reflect students' learning, there is very little mention of the **quality of daily instruction**. Or if it is mentioned, little is done to actually explore this issue in meaningful, thoughtful, and thorough ways. Yet who would disagree that what happens every day in the classroom, during every minute of every lesson, determines student outcomes? What are we doing wrong?

- We search for new materials and programs that seem to be "the next ideal approach" to academically struggling students and then quickly abandon those for the next new thing. I imagine that teachers develop "academic whiplash," and soon become quite cynical about the ability of Central Office to effect change. Even guidelines for lesson planning change too frequently, and with the PLAN taking precedence over the actual, real lesson on which the written plan is based.
- We design curriculum and deliver it to classroom teachers, although we rarely take the important step of watching how that curriculum and related materials are actually integrated into lessons. We don't engage in discussions with teachers on how they interpret these documents and how helpful they are in implementing their daily instruction. I can tell you, as someone who spent significant time in the field: Many of those documents go on a shelf (or a metaphorical digital shelf), never to be read or used again.
- We don't discuss ways of ensuring that teachers have the support they need—and the time—to plan, deliver, and reflect on their lessons. The SDP seems to fear giving teachers time on PD days to plan, preferring instead to bring in outside speakers or using time on test prep or policy discussions.
- We don't purposefully build teacher planning communities, in which teacher could take time to share ideas and materials and to reflect on their practice. In schools that have grade meetings or team meetings, the time is often taken by the principal or SBTL with announcements or presentations of new policy—planning rarely happens during these meetings.

In other words, we are working in a "black box" model: Curriculum/guidelines/ program in, test scores out.....what happened in between—inside the box—in daily lessons? No one really knows, or we know far too little.

One need look no further than policy for ESOL instruction in the SDP to identify problems with a lack of focus on instruction. ESOL teachers in primary grades, for example, are required to "push in" to a variety of classrooms during literacy block. This may result in ELs' having ten or fifteen minutes of attention (I won't use the term "instruction") from the ESOL specialist each day. If anyone were actually observing ESOL lesson delivery in this "push-in" model, they would realize that planning is not possible (no co-planning time is allotted in so many different classrooms), and students who are not able to follow the lesson into which they are integrated cannot really be helped by the ESOL teacher's flitting around as a glorified classroom aide. The ESOL teacher may be able to see how the lesson does NOT meet the needs of various Els, but can do very little about it. This model really deprives Els of their legally-mandated instructional services. Who would be surprised that these students don't progress as quickly as desirable?

Proposals for increasing the number of school days, for changing the calendar to a year-round schedule, for adding after-school activities, and for purchasing new textbook series and writing yet one more new curriculum document are all pointless, if we don't consider the micro-level of daily instruction. If we don't empower teachers—motivate, incentivize, and reward—to improve their daily game, nothing will change. And for those teachers—a minority, but a troubling minority—who fail to prepare and who coast through the school day with little thought to their instruction, let's address that in a meaningful and forceful way! If we really want to make significant strides in helping students achieve, we need to address the "contents of the black box"—we need to address HOW students are learning, or failing to learn, every day.

Please make this a very high priority in any planning for improved academic achievement in the SDP.



# [EXTERNAL SENDER] Board Comments

1 message

Wed, May 24, 2023 at 3:52 PM

To: schoolboard@philasd.org

Dear School Board Members.

I am a speech-language pathologist working at James Logan School.

In response to Action Item 58 regarding the hiring of contracted related service providers due to long standing staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,

Cheyenne DeMulder, MA, CCC-SLP



# **New submission from Contact Us**

1 message

Mon, May 22, 2023 at 6:46 PM

To: schoolboard@philasd.org

Name

Claire Golden

Date

05/22/2023



#### Subject

Action Item 58

#### Message

Dear School Board Members,

I am a speech language pathologist working at F. S. Edmonds Elementary.

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following:

Improve transparency by clearly identifying the number of allotments and vacancies for each related service.

Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.

Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.

Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.

Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,

Claire Golden, M.A., CCC-SLP Speech-Language Pathologist



# **New submission from Contact Us**

1 message

To: schoolboard@philasd.org

Tue, May 23, 2023 at 3:21 PM

#### Name

Clarice Brazas

#### Date

05/24/2023



#### Subject

Written Testimony - Meeting 5/25

#### Message

#### Greetings:

My name is Clarice Brazas. I am a district social studies educator, a Philadelphia citizen, and a principal intern with the Pathways to Leadership Program. Unfortunately, as the board continues to allow only a limited number of speakers, I could not speak to you in person tonight.

Please delay ANY vote on the Strategic Plan until all stakeholders in the district can view it and provide feedback.

As a community organizer, teacher, and future school district leader, I'm appalled by the lack of transparency and lack of voice given to members of our community by the School Board and Superintendent Wattlington. The district persists in spending enormous sums of money on consultants and technology "solutions," all while students, educators, and staff members continue to sit in dangerous buildings.

While I understand Dr. Wattlington is new to our city, the rest of you are not. You know what we, as Philadelphians, expect. We expect to know what is happening; we want to share in the process; we want to be partners. After all, these are our students, our jobs, and our lives. Partnership is not a one-way street. Partnership is not you take our suggestions and then do what works best for you. Partnership requires communication, collaboration, and compromise.

As it has been decided not to release the strategic plan to the public with time to read, analyze and comment, I can only critique your lack of transparency and hope you will allow us to partner with you as you make these wide-ranging decisions. I assure you, however, that if the plan calls for significant cuts, a stripping of academic freedom, or a lack of cultural responsiveness, we will push back forcefully and loudly. If you refuse to partner with us, we will partner and organize with each other as we have been for the schools the students of Philadelphia deserve!

Delay the vote, be transparent, do better.



# **New submission from Contact Us**

1 message

lo: schoolboard@philasd.org

Mon, May 22, 2023 at 8:23 AM

#### Name

Dana Szarek

#### Date

05/22/2023



## Subject

**Board Comment** 

#### Message

Dear School Board Members,

I am a speech language pathologist working at Fitzpatrick Elementary School.

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,
Dana Szarek, MA, CF-SLP
Speech Language Pathologist
The School District of Philadelphia



# **Board Comments - Action Item 73, English Language Arts Curriculum**

1 message

Tue, May 23, 2023 at 8:27 PM

To: schoolboard@philasd.org

Good evening,

I am writing as a Lindback-award winning, National Board certified high school English teacher and reading specialist to express my profound disgust and disappointment at the idea of spending twenty million dollars over four years for a subpar and poorly designed curriculum that takes our students backwards and directly contradicts what teachers are being taught in research-based trainings.

McGraw-Hill StudySync offers extremely limited text options that are overwhelmingly texts by white authors, in violation of the district's curriculum to equity and diversity. It offers mostly texts online, in direct contrast to what parents and students have been saying since 2020 about the negative impacts of screen time and in direct contrast to what research says about the value of reading physical texts, even in older grades. It offers extremely short, contextless excerpts, in contradiction to professional development from the district, such as the recently highly-recommended "improving reading for older students" training. These professional developments have reminded teachers of the importance of whole-novel study and deep, meaningful engagement with extended and challenging texts. StudySync designates less than 3 days on average to every new text.

Perhaps most damningly: Only this past year, SDP spent significant funds on brand new books for all high schools in order to implement a standards-based, research-based, navigable and well-done curriculum written BY SDP teachers. Now those books are to be shelved, stored or recycled. Texts such as Lorraine Hansberry's "A Raisin in the Sun," taught and enjoyed with 8th graders this year, is now part of a 3-day unit in 11th grade.

It is unfortunately not surprising that outside vendors would assume Philadelphia students do not deserve diverse texts, do not have the stamina and depth of knowledge to read whole novels, and can only be trusted with 8th grade material as high school juniors. It is, however, deeply disappointing to see this Board poised to approve a twenty-million dollar expenditure and three-year commitment to such a bland, outdated and infantilizing curriculum.

To recap: Purchasing and mandating the McGraw-Hill StudySync curriculum:

- 1) Assigns school district students to read texts 3 to 4 years later than they currently read them.
- 2) Deprives SDP students of nearly all contemporary and diverse texts.
- 3) Relies on short excerpts read quickly, in violation of both reading research and Common Core standards that call for extended engagement with lengthy texts.
- 4) Wastes all the money spent on developing excellent, diverse, standards-based curriculum written by SDP teachers only last year, and purchasing high-quality books to go along with it.

Please do not disrespect our teachers, including those who wrote this excellent curriculum we have only just begun to implement, and our students by approving this purchase.

Thank you,

Danina M. Garcia-Fuller (she/her), NBCT Literacy Specialist Home Address:



# Dr. Naomi Johnson Booker Support for Global Leadership Academy International Charter HS February 23, 2023

Good Afternoon Board of Education,

I am addressing your vote on the application for Global Leadership Academy International Charter High School, a school designed to prepare Black students to become globally competent, experience real-world learning, and leaders of the world. 330 letters from parents, students, community members including Senator Vincent Hughes and other politicians were submitted.

Our proposal is centered around four professional pathways - entrepreneurship, technology & engineering, world affairs, and health and wellness - that will help students develop competencies and connections that will serve them well in the workforce.

If you knew me you would know that I have dedicated 50 plus years of my life fighting for equitable education for Black children in this city, 30 years in the district as a teacher, principal earning the Rose Lindenbaum Principal of the Year Award, and Assistant superintendent in the Gratz Cluster. If you knew me you would know that I have restructured two failing charter schools at the request of the district. If you knew me you would know that the work I do changes the trajectory of children and their families.

Our high school will further dismantle Philadelphia's school-to-prison pipeline. GLA International High School is a critical piece in addressing this issue.

We are all wrestling with student performance — the same way that some district high schools, ranked in the lowest 15% of the state. School of the Future, Motivation, Building 21, Parkway West to name a few.

This is why we need to give our parents another high school choice —

Global Leadership Academy International Charter High School.

It is a city wide school that will also serve students from the GLA schools.

Outcomes are the issue here. What happens to our children when they leave our schools? GLA students go to the best high schools, including private schools like Baldwin, Haverford, and Friend Central. GLA students are first generation college graduates and are returning to GLA to teach. It's not personal.

Our 3500 page charter application document proves that GLA International will be a beacon for education in the School District and the City of Philadelphia.

In 1910, Mary McLeod Bethune was asked, "Why should her high school be approved?" She responded, "Do what you would do for *your* children!"

And where are your children?

I say this because after 50 years of fighting for Black children, I'm not going to give up – our children are worth it.



# [EXTERNAL SENDER] Board Comments - RE world language for meeting of 5/25/23

1 message

# Elisabetta Fasella

Mon, May 22, 2023 at 7:16 PM

To: "schoolboard@philasd.org" <schoolboard@philasd.org>

Dear Philadelphia School Board members,

my name is Elisabetta Fasella and I am the parent of a 10<sup>th</sup> grader and a 6<sup>th</sup> grader at Julia R. Masterman School in Philadelphia.

I am writing to the Board out of concern for the changes implemented at Masterman in 2022/23 to the world language program, these changes have impacted both the middle school and the high school. For a report by the Masterman HSA on these and other changes please follow this link https://www.mastermanhsa.org/uploads/1/4/3/6/143625689/23-feb-07 hsa masterman report v1.1.pdf

I am grateful to the Masterman HSA for all their work on behalf of our students and for compiling the report.

Here, I will focus on the impact on HS students of the current cuts to the world language program. Masterman used to offer 4 years of either Spanish or French starting in 8<sup>th</sup> grade, followed by AP Spanish or French for those students who elected it. In 2022/23 a language teacher position was lost and the language program was curtailed. With the changes implemented in 2022/23 students, students entering 11<sup>th</sup> grade in 2023 will have one of two options: (i) take AP Spanish as their 4<sup>th</sup> year of world language – thus losing one whole year of language instruction before taking the AP exam, or (ii) stop world language after three years (1yr in MS, 2yrs in HS). Neither of these options is ideal for students applying to selective colleges, and also not ideal preparation to enter the work force in a world that is increasingly globalized.

A short-term solution would be to offer to the students affected by the 2022/23 changes the opportunity to take Spanish four through a good online program or a nearby college, or better yet **rehire a teacher to revive the 4years + AP world language program**. If students come to the HS without having had world language in MS, they would then have the opportunity to take four years of one foreign language in HS. If students are accepted into Masterman HS from a school that offers 8th grade world language, or come to the HS from the Masterman MS after the 8th grade Spanish has been restored (next year), they could advance to AP in their senior year, after 4 years of world language instruction. Ideally, in addition to Spanish another world language would also be offered for a total of 5 years (4yrs + AP) starting in MS.

A long-term solution would be for **every middle schooler in the Philadelphia School District** to have world language instruction in 8<sup>th</sup> grade, so that in HS they can progress to three more years of world language, and finally have the option to take the AP world

language course as an elective. A foreign language is more easily learned when young, and we should not curtail the opportunities for our students to start learning one as early as possible. Rather than cutting the world language offerings in 8<sup>th</sup> grade where it is available, let us work to extend that offering to all district schools. And, more generally if there are models for excellence, let us strive to make those the models for all of the district schools.

Sincerely, Elisabetta Fasella Dear School Board Members,

I am a speech language pathologist working at Ben Franklin High School, SLA High School, and Masterman Middle and High School.

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our <u>22-23</u> Recruitment and Retention Progress Report.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

I am currently completing my second year in the district, and have just received a formal observation assessment of "Distinguished." When I applied to work in the district in the Spring of 2021, having been a speech language pathologist for 13 years, I was denied an interview due to not having specific K-12 school experience on my resume. I obtained an interview by networking with current and past SLPs, and ultimately was hired. I intend to stay in this position for 2 decades. Our students need consistent, experienced SLPs to support learning outcomes.

This oversight shows a disconnect between the hiring office and the SLP team that is, if not causing this shortage, certainly exacerbating it. This is an excellent job. There are many SLPs that would like to work here.

We need to take down the barriers to inviting them in. We need to stop funding more contractors. We need to reallocate the money for contractors to support effective hiring practices as outlined in our <u>22-23 Recruitment and Retention Progress Report</u>. Our students deserve this support.

Sincerely,

Emily Goldberg, MA, CCC-SLP



# **School Board Members**

1 message

To: schoolboard@philasd.org

Wed, May 24, 2023 at 1:28 PM

Dear School Board Members,

I am a speech language pathologist working at Solis Cohen Elementary School.

In response to Action Item 58 regarding the hiring of contracted related service providers due to long standing staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our <u>22-23 Recruitment and</u> <u>Retention Progress Report</u>.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.
- The school district has been around for years and has been working with the special education population for years. It is disheartening that the school district does not value Speech-Language Pathologists.
- We are paid as teachers but our degree is Masters Speech-Language Pathology.
- We pay so much for Dues and Professional Licensure but we are getting paid as Teachers. It is insulting.
- It is disheartening that the school district is not allowing speech therapists to operate at their fullest potential.

- We are burdened by unnecessary paperwork. We are burdened by high caseloads. We are burdened by students with high needs. One child can be a week worth of work.
- The school district acts as if SLPs wave a magic wand to fix the children. They do not take into consideration that we have to use evidence based practice, review data, think of strategies and work with the team. We have to do evaluations, treatments, IEPS, progress notes, prep for sessions, collect data, bill the sessions, conduct meetings, file the paperwork, etc. We have 10 jobs in one.
- It is disheartening that it is 2023 and staff in schools still call us speech teachers and have no clue what we do. That is the district's fault. You have been hiring speech therapists for years.
- The lack of regard for speech therapist jobs, service and skills is not fair to the specialist and the student.
- The school district is burning out the speech therapist and then wants to judge us when lawsuits are present.
- The school district needs to support speech therapists before the millennials realize there are other options and quit. Most of us are already trying to figure out a plan B. You guys are burning us out so bad it's horrible to our mental health.
- The school district does not care about employee's mental health or their job title or their passions.
- The fact it is 2023 and we are still fighting for our rights is Sad. We
  went to school to be professionals not activists in a job to fight for
  basic rights and respect.

Sincerely,

Hannah Nicolas

Hannah Nicolas, M.S CCC-SLP Speech-Language Pathologist S. Solis-Cohen Elementary School



# [EXTERNAL SENDER] May 25 Meeting - Comments

1 message

Wed, May 24, 2023 at 1:39 PM

To: schoolboard@philasd.org

Good afternoon,

My name is Heather Cook, and I am a parent of a fifth grader and a seventh grader at SLA Beeber.

The Board should delay the vote on the Five-Year Strategic Plan until families, students, and school district staff and teachers have had the opportunity to read through and provide feedback on it.

Because the plan has not been released publicly, it would be unacceptable for the Board to vote on it in the same afternoon in which stakeholders are first seeing it. This plan will set the direction of the next five years in our district – years that are important to my children as they move from middle to high school. My family – and all families and teachers and community members of the School District of Philadelphia – deserve to be given time to review the Strategic Plan, the chance to ask questions, and the opportunity to provide comments.

I watched the town halls held while the District was interviewing prospective candidates for the position of Superintendent. District stakeholders consistently brought up the need to repair the community's trust in Philly school leaders. We also asked for increased transparency around district decisions. These concerns were raised again in the listening sessions with Superintendent Watlington when he transitioned to his position.

And yet – as the future of the district is about to be put to a vote today – I have no idea what that future holds. By the time I realized there would be no publicly released plan to comment upon, the 30 speaker slots were already full. Meanwhile, the Board has spent more than 1 million dollars on consultants – several hundred thousand of which is allocated to a firm that is supposedly helping the district improve community engagement. I am a member of the community, and I am asking you to take some simple (and free!) actions that would allow me to engage:

- Actually listen. Community members are here and we are ready and eager to give our feedback (for free).
- · Post important district initiatives with ample time for public review.
- Give us a chance to speak on district initiatives before they are adopted.

The Board *must* delay the vote on the strategic plan until all stakeholders have had ample opportunity to read it and comment.

Thank you, Heather Cook

--

Heather Cook (she/her)

From: Horace Clouden May 25, 2023

To the BOE: Withdraw Action Item #66. SDP and various vendors can satisfy the needs of this Action Item.

# Title: Agreement with the City of Philadelphia for Re-opening Sayre Pool - Added 5.9.202

Return it back to the School District as "Priority One Work Orders" or jobs assigned by the Maintenance Department to the various vendors for the repairs to Sayre Pool and the other pools under the School District control. Create a work schedule with SDP for operation of Sayre pool with the additions of the other pools under the School District control.

I'm submitting this proposal to you as written testimony. My understanding is that there is an Action Item (#66) asking for \$14,978,750. I'm asking the BOE to have the School District Withdraw this Action Item for the following reasons:

- 1. The amount is an estimated cost. The statement: this figure, which was updated in April 2023, includes all items necessary to make the facility fully functional and in compliance with building code requirements. To that statement; what are the necessary items? Items not listed for public view for research.
- 2. The Capital Budget for FY22 was approved and adopted at the May 27, 2021 Board Meeting. The budget included a roof replacement project at the William L. Sayre High School Pool for \$775,000.
- 3. In the above Action Item amount of \$775,000 included or subtracted from a higher amount? Where are the funds for that? Why wasn't the work preform?
- 4. Again with the statement "includes all items necessary" is this in-house project?
- 5. Action Item 22. Title: William L Sayre High School Pool Project (\$10,000,000) Added 1.12.22 Board of Education Meeting Date: 1/27/2022. Everything in that Action Item was listed as an estimated cost. If you read the services that are needed it fits the description of the vendors listed in Action Item #28 (dated 5/25/2023) Plus an end date of 6/1/2023 a completion time of 10 months. Why so long on the new Action Item of 3 years (6/30/2026).
- 6. SDP and various venders can satisfy the needs of this Action Item #66 or develop a group like in Action Item #28 that can cover all 5 pool locations. Action Item #28 covers all 215 School District locations.
- 7. All of these Action Items are part of a continuing set of services.

- 8. Savings of \$9,878,750 the labor cost of \$5,100,000 and the material cost would be found in the Action Item #38 take the time and research this.
- 9. Don't just be satisfied with one when you can satisfy all. Don't let a partnership cloud you judgment. Don't just turn over the key to one of your facilities that can do so much more for the students (priority one).

# Moving on to the resources needed and where you can find them.

Action Item #38 to be submitted an the May 25<sup>th</sup> 2023 Board of Education Meeting

<u>Authorization of Agreement with Various Vendors for Maintenance and Engineering</u>

Supplies (\$31,169,625)

#### Purpose:

To utilize vendors for maintenance and engineering supplies

The contracts will be used to cover all hardware, equipment and repair supply needs for all District buildings. All vendors listed either have a storefront equally located throughout the City of Philadelphia or guarantee delivery in under 48 hours.

Authorization of purchase from these vendors supports Guardrail 1: Welcoming and Supportive Schools - Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day.

Action item #28 to be submitted an the May 25<sup>th</sup> 2023 Board of Education Meeting Amendment of Contracts with Various Vendors for General Maintenance Services (\$5,100,000)

# Purpose:

To utilize trade contractors for as-needed maintenance and repairs

Services will include repairs to asphalt, concrete block, emergency generators, fire alarms, high voltage systems, and piping and sewer repairs. If that is not enough the District has 200 highly trained Maintenance staff.

Guardrail 1: Welcoming and Supportive Schools - Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day.

Action Item #27 to be submitted an the May 25<sup>th</sup> 2023 Board of Education Meeting Amendment of Contracts with Various Vendors for Carpentry Services (7,500,000)

#### Purpose:

To utilize trade contractors for as-needed carpentry services

Guardrail 1: Welcoming and Supportive Schools - Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day.

These are three Action Items that would incur the cost of any and all repairs as stated "necessary to make the facility fully functional and in compliance with building code

# requirements".

We must be reminded that these pools are a part of the location designation "All Schools" where half of your pools are located in schools. The model should be is to make Sayre an "Aquatic Center" responsible for all seven pools making it necessary to treat all pools as part of the academic community.

Using the above items to solve your pool issues would remove the estimated cost of \$14,978,750 from your Capital Budget for Fiscal year 2024.

+

You have the means to bring back all seven pools for the propose of swimming as a curriculum and to offer free swim to the Philadelphia Community all year round. As for the monies donated that can help with making all pools Americans with Disabilities Compliance and aiding in swimming afterschool programing.

Withhold Action item #66 return it back to the School District to take more time and develop another plan. Right now on the Action Item is an end date of 6/30/2026.

District strategy (purpose).

# Purpose:

To collaborate on the re-opening of the Sayre Pool and its subsequent operation as a community resource by Philadelphia Parks and Recreation.

The District currently is being force to provide an accommodating strategy within a time frame one month (rush to please) with one goal in mind. To open one pool one simple goal. We must remind the BOE that this school district is one of the largest in the state. Things were put in place on a larger scale, like having at their disposal 12 indoor swimming pools to accommodate the School District of Philadelphia. With the selling of District schools we are down to 7 locations with 2 in operation. Moving forward creating 21<sup>st</sup> century athletic spaces. Defining 21<sup>st</sup> as having access to all 7 pools with an established curriculum for which they were designed. Creating a new purpose that doesn't have to go through the procedure of an Action Item. .

Here is an example of a new purpose:

## Purpose:

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to execute and perform their duties, as follows:

- 1. Revisit the Vision and Mission statements of the School District.
- 2. Execute the Goals and Guardrails.
- 3. Follow the Board Policies.

Just remind the Superintendent that SDP all have jobs to do and must be reminded at this time what their job descriptions are. We must get away from saying stakeholders and get back to treating them as employees with obligations that must be met. The School District can provide the services to meet all of the request:

1. Repair the pools.

- 2. Provide after school access for the community.
- 3. Provide swimming as a curriculum.
- 4. Do not go into partnership with a group that you have to sue (the City).
- 5. Having issues operating their own pools (PPR)

The only question that has to be ask, can you give us a better end date to go into a new beginning with Aquatic Skills for the School District of Philadelphia with a partnership with the **Citizens of Philadelphia** for access of the seven pools?

Respectfully, Horace Clouden PCAC

"Let us help you help the Children"

"Whether they fail or succeed they need to be expose"

"Think outside of the Strategic Plan, own your power BOE"

P.S. I'm asking all PCAC members for your support and send comments to the BOE.

From: Horace Clouden May 25, 2023

To the Board of Education: Now is the time to ask, Is Junior High Schools part of the Strategic Plan?

# Different between Middle and Junior High School

# Key Differences Between Middle School and Junior High School

Both middle school and junior high school aim to offer the best learning environment for students with some key differences in:

- Focus: Middle school focuses on collaborative learning and developing students' social
  and emotional skills, while junior high school focuses on academic rigor and preparing
  students to manage assignments and expectations.
- **Classes:** Middle school provides exploratory and interdisciplinary classes, whereas junior high school provides academic-focused classes and electives.
- Classrooms: Middle school classrooms are arranged by grade level, with teachers often rotating from classroom to classroom, while junior high school classrooms are arranged by subject area, with the students expected to practice timely attendance for each.
- Schedule: Middle school students typically have block scheduling and not every subject every day, whereas junior high school students have a structured, six- or eight-period day.
- **Education:** Middle school education places the student at the center of learning, while junior high school education places academics at the center.

#### Locations

Middle schools-144 current

Vs. Suggest 31-35 Junior High Schools

M.S. shared space 124 with Elementary Schools

The effects of shared space

- 1. Limited space for mental and physical growth.
- 2. Prioritizing schools for resources to catch up in academics limit success for the remaining schools.

- 3. Not all but a few are successful using this model.
- 4. Creates a challenging school climate.

# The effects of Junior High School Space

Offers supports for mental and physical growth through spaces designed for such growth and place in all of the schools. Examples:

- 1. Full service kitchens, full size gyms, libraries, Auditoriums, science labs, music rooms, space for life skills, introduction to trades, lockers, full exposure to 6 forms of the arts and some have Olympic size swimming pools and athletic spaces. These examples can't be replicated in all of the Middle School locations that were design as Elementary Schools (92).
- 2. Junior High School Sports
- 3. Gateway facility to a High School facility
- 4. The best approach to accelerate academic outcomes for black and brown males and all students in those grades. The entire school community would benefit from changing the landscape of the school district.

Time is precious, the term 21<sup>st</sup> century spaces get in the way of exposure. Spaces currently in your schools **are not** being used after supplying 21<sup>st</sup> spaces and technologies. Here are a few **invested** examples:

- 1. Million Dollar Light and Sound boards located in the Auditoriums of your newly built High Schools.
- Solar Panels installed at School of the Future.
- 3. Gray Water System not being use at School of the Future.
- 4. State of the Art camera system at School of the Future to televise Basketball Games.
- 5. State of the Art swimming Pool available at Fels High School to have swim meets with other schools only if the other pools where open to create teams.
- 6. Black Box (theatre) located in Fels High School.

- 7. The additions of 21<sup>st</sup> century add-ons to old elementary K-6 vs. implementing the Junior High School concept with 21<sup>st</sup> century spaces. Consider building Junior High Schools they would offer greater exposer to many more students.
- 8. Your Facility Planning Process does schools like these no justice when evaluating the facilities.

When you talk of toxic schools let's not forget your newly built schools. Here are a few examples:

- 1. West Philly High School had a toxic water problem causing the changing of the water piping system.
- 2. Lincoln High School has a building rating of LEED, how is that possible with an overcrowding population? 784 students over capacity.
- 3. Toxic environments created from overcrowding in schools (16). Stop the overcrowding of these schools.

The most vulnerable students are in the grades of 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup>. With Philadelphia School District building structures; Elementary K-6, Junior High School 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> and High School 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> should be put back to their original usage. Part of the Rebuild should be to bring back Junior High Schools. If the BOE was to focus on the middle group you can change the direction for the students. Help them find their sense of direction, their fit before they enter High School. The present alternatives are: dropping out (over 3,000) ant 0% in performance (in 21 of your High Schools) per your SPREE. Put teacher's attendance per school back in the SPREE.

We continue to hear the same presentations repeated by the Superintendent. The common theme is that all schools **would not** have access to a **quality education**. With the constant struggle dealing with site selection the majority of the student population is missing out. **Create** quality seats through a Junior High School placement process. **Create** this and the students will return to a school setting that will provide quality education and the resources they need in a concentrated network of schools.

High impact tutoring is not enough; would it only be offer to the most in need.

Equitable CTE and Dual Enrollment are not enough with limited involvement and their not passing the AP or NOCTI examines.

What is needed is a strong Junior High School Foundation; this would help in preparing the student to better take advantage of future programs that would be offered. Plus be a form of checks and balances, waiting till 9<sup>th</sup> grade puts a strain on the High School they attend making it imposable for the student to catch up.

**Facilities:** The main issue with facilities is not asbestos or lead, its facility usage. How long would it take to bring back Junior High Schools? It took one summer to change the landscape to K-8. It would take this summer to bring back Junior High Schools. Your twelve month employees can make this happen.

**What is needed** is for the BOE to be more knowledgeable on school district facilities and the hidden gems that are in these facilities. What is the best option improvement or replacement?

Age of the building is a factor, so is the age of the student. The here and now for immediate success could be accomplished by just moving instructional materials and staff from one location to another i.e. Junior High School. Every year is important to every student. You can increase academic exposure through movement.

Your focus on three areas maintains a limited rate of success. Serving a few the outcomes will remain the same. BOE help execute immediate change. Let us help you help the children/students. Philadelphia is Philadelphia it has its own set of challenges that may appear like other school districts. What it has is its own set of resources and communities use them.

I hope the upcoming Five Year Strategic Plan is a good one. But it is only as good as it start date.

Respectfully,

Horace Clouden PCAC

Dear School Board Members,

I am a speech language pathologist working at G.W. Childs

In response to Action Item 58 regarding the hiring of contracted related service providers due to long standing staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our <u>22-23 Recruitment and</u> <u>Retention Progress Report</u>.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,

Ina Beqiri, M.A., CCC-SLP



# [EXTERNAL SENDER] Related Service Providers

1 message

Wed, May 24, 2023 at 1:32 PM

To: "schoolboard@philasd.org" <schoolboard@philasd.org>

Dear School Board Members.

I am a speech language pathologist working at (Insert School Name)

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our <u>22-23</u> <u>Recruitment and Retention Progress Report</u>.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.
- Understand that decisions made by ODL such as pulling SLP's from their
  previously agreed upon assignments and moving them about the district to cover
  vacancies as attempted in Feb, 2023, is not going to assist with retention and has
  already resulted in resignations and SLP's deciding not to return in the fall.
- Recruitment and Retention should be a primary focus for the District for Related Service Providers. While RSP's have been hired over the past few years, breakdowns in the hiring process such as links on the web site not being active, applicants not being contacted, offers not going out in a timely manner, inaccurate salary being noted on offer letters to name a few, do not bode well for hiring in a very competivite climate.

Sincerely,

Janice Evans Bernstein, MA CCC/SLP Lead SLP Swenson Arts and Technology School



# [EXTERNAL SENDER] Board Comments

1 message

Tue, May 23, 2023 at 1:24 PM

To: schoolboard@philasd.org

Dear School Board Members.

I am a speech language pathologist working at F. Amadee Bregy School.

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,

Jessie Hansen F. Amadee Bregy School Speech-Language Pathologist



# [EXTERNAL SENDER] Board Comments

1 message

Wed, May 24, 2023 at 9:05 AM

To: schoolboard@philasd.org

Dear School Board Members.

I am a speech language pathologist working at Prince Hall and Building 21.

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following: Improve transparency by clearly identifying the number of allotments and vacancies for each related service.

Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.

Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.

Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.

Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,

Kaitlyn Schock



# **New submission from Contact Us**

1 message

Tue, May 23, 2023 at 9:02 AM

lo: schoolboard@philasd.org

#### Name

Kelsey Rey

#### Date

06/05/1990



#### Subject

Action Item 58 Response

#### Message

Dear School Board Members,

I am a speech language pathologist working at Southwark School and the Academy at Palumbo.

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following:

Improve transparency by clearly identifying the number of allotments and vacancies for each related service.

Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.

Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.

Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.

Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely, Kelsey Rey Dear School Board Members,

I am a speech language pathologist working at Decatur Elementary.

In response to Action Item 58 regarding the hiring of contracted related service providers due to long standing staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our <u>22-23</u> Recruitment and Retention Progress Report.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

I am especially concerned about oversight of the spending of over \$6 million to hire contracted therapists.

Sincerely, Kerry Adams, MS, CCC-SLP



# [EXTERNAL SENDER] Board Comments

1 message

Wed, May 24, 2023 at 9:03 AM

To: schoolboard@philasd.org

Dear School Board Members,

I am a speech language pathologist working at Andrew Hamilton School and West Philadelphia High School.

In response to Action Item 58 regarding the hiring of contracted related service providers due to long standing staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our <u>22-23</u> <u>Recruitment and Retention Progress Report</u>.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,

Kim Behling, MA CCC-SLP/L

SDP Speech Language Pathologist



1 message

Tue, May 23, 2023 at 3:01 PM

To: schoolboard@philasd.org

Dear School Board Members.

I am a speech language pathologist working at (General George Meade)

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely, Kristen O'Leary, M.A. CCC-SLP



#### **New submission from Contact Us**

1 message

Mon, May 22, 2023 at 10:55 PM

io: schoolboard@philasd.org

Name

Kyleigh Pope

Date

05/22/2023



Subject

**Board Comment** 

#### Message

Dear School Board Members,

I am a speech language pathologist working at Kirkbride School.

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following:

- •Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- •Develop a goal-oriented remediation plan with Talent to fully staff Related Services •Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.
- •Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- •Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- •Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely, Kyleigh Pope



1 message

Wed, May 24, 2023 at 12:36 PM

To: schoolboard@philasd.org

Dear School Board Members.

I am a speech language pathologist working at Pennypacker and A.B. Day schools.

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,

Leigh Abramson



#### CITY OF PHILADELPHIA

JAMES F. KENNEY Mayor

Office of the Mayor 215 City Hall Philadelphia, PA 19107 (215) 686-2181 FAX (215) 686-2180

May 25, 2023

Reginald L. Streater, Esq., President Board of Education School District of Philadelphia 440 N. Broad Street Philadelphia, PA 19130

#### Dear President Streeter,

On May 25, 2023, the Board of Education will be voting on Action Item #66, a resolution related to the renovation and operations of Sayre Pool. I am writing to confirm the City's intent to contribute three million dollars towards the renovation of this treasured community asset. Our current plan is to share this money via a construction grant agreement.

Additionally, as the draft resolution states, the City intends to enter into a long-term lease to allow the City of Philadelphia Department of Parks and Recreation to operate, provide programming and staff the pool for the benefit of school students and members of the community. Under this lease agreement, which may ultimately be direct or through an authority, the City would provide staffing and maintenance, while the District would assume the financial cost of capital repairs and improvements.

We are currently working with the School District to finalize the details and structure for both of these agreements. We are also working with City Council on legislation to authorize the agreements.

Passing Action Item #66 will be a major step forward in allowing students and the community to benefit from access to the pool and programming. Thank you for your continued work on behalf of the students and families of Philadelphia.

Sincerely,

James F. Kenney

Mayor

CC: Dr. Tony Watlington, Superintendent, School District of Philadelphia

Sarah Galbally, Chief of Staff, School District of Philadelphia

Christina Hernandez, Chief of Staff, Mayor's Office

Vanessa Garrett Harley, Deputy Mayor, Office of Children and Families



1 message

Wed, May 24, 2023 at 1:43 PM

To: schoolboard@philasd.org

Dear Board Members.

I am writing to you for your help to STOP cuts to learning opportunities at Masterman. The fact of the matter is these cuts can happen at any district school and we must work to ensure that they do not happen, anywhere. They are not in accordance with the BoE's Goals and Guardrails.

According to the proposed plan for 2023-2024:

- Fifth graders will lose access to rostered Digital Literacy, Art and Music.
- Sixth graders will lose access to rosterd Gym and Music.
- Seventh graders will lose access to rostered Gym and Digital Literacy.
- Eight graders will lose access to rostered Digital Literacy, Art, and Music.
- High school students will lose access to two years of rostered Gym.
- High school students will lose access to a continuous World Language path.
- ALL middle school students will lose 99 minutes of instruction per week, which translates to 2.1 weeks/year.
- ALL students will have fewer athletic opportunities due to the loss of a PE teacher.

These cuts are unjustifiable, especially in a year with no cuts to our school budget. They disregard what educators know about the value of a well-rounded education, and they impact the mental health of students.

Goals and Guardrails state that students must be rostered to visual or performing arts in every grade, K-8. The new schedule change does not comply with that requirement.

Please help us STOP the schedule change!!

- Students must continue to be rostered for art, music, and gym every year.
- · Advisory is no substitute for rostered classes.
- Limited availability lunch time enrichment is no substitute for a rostered art of music class.

All kids need art. All kids need music. All kids need gym. Their mental health matters.

Do not allow these proposed changes at Masterman to set the precedent for changes at other schools!

#### Instead:

- Keep the increased instructional time for Math and English but rethink the limiting A/B schedule.
- Move extended advisory to the end of the day to make the time more productive and decrease the risk of morning tardiness.
- Allow HSAs to fund programs like Vista Volunteers to run enrichment programming or high impact tutoring during advisory.

Thank you for your time and consideration.

Regards, Marisa Shaaban



1 message

Wed, May 24, 2023 at 8:36 AM

To: schoolboard@philasd.org

Dear School Board Members,

My name is Maureen Skaates. I am a speech language pathologist working at Grover Washington Jr Middle School

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,

Maureen Skaates, MS, CCC-SLP



1 message

Wed, May 24, 2023 at 8:46 AM

To: "schoolboard@philasd.org" <schoolboard@philasd.org>

Dear School Board Members.

I am a speech language pathologist working at William D. Kelley School

In response to Action Item 58 regarding the hiring of contracted related service providers due to long standing staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,

Meng McLendon



#### **New submission from Contact Us**

1 message

mbly@globalacademies.org < To: schoolboard@philasd.org

Wed, May 24, 2023 at 1:10 PM

Name

Michael Bly

Date

05/24/2023

**Phone** 

Email



Subject

**Board Comments** 

#### Message

School District of Philadelphia Board of Education 440 North Broad Street Philadelphia, PA 19130

Dear Board of Education,

My name is Michael Bly, and I serve as Board President of Global Academies, a nonprofit education services organization which provides academic and business services available to school districts, charter schools, private schools, and other nonprofit organizations. Global Academies was established in 2020 with a framework that grounds our work within three (3) foundational pillars:

- Building Relationships
- Sustainable Systems
- Intentional & Consistent Reflection

Global Academies is governed by a seven (7) member board responsible for overseeing all policies, budgetary decisions, and supporting our Executive Director, Trina Jones, with the strategic vision. The model of Global Academies is different than some other educational organizations, as we are not a management organization (EMO, CMO). Global Academies does not manage educational, operational, or financial functions of any client that chooses to engage our services. Those functions are the responsibility of their Board of Trustees or governing body.

Currently, Global Academies serves as a vendor partner to Global Leadership Academy (GLA) and Global Leadership Academy Southwest at Huey (GLASW) providing educational and business services based on need as determined and outlined by their leadership and governing bodies. The agreed upon services, support and align with the vision and foundational pillars of both clients for which their work is grounded.

Additionally, Global Academies is listed as a potential vendor partner within the new charter application submitted for Global Leadership Academy International Charter High School (GLAICHS) for which you will act upon during your May 25th Board Action Meeting. The Global Academies Board along with the Executive Director will engage in conversations, only at the request of GLAICHS Leadership and Board of Trustees about needed services, and how we may potentially serve and support those needs.

Thank you for your time and consideration. If you require any additional information, please feel free to contact me.

Sincerely,

Michael T. Bly Board President Global Academies

John Willis, Board Vice President Gregory Johnson, Board Secretary/Treasurer Dr. Charlene Glenn, Board Member Sandra Moon-Hightower, Board Member Charlene Shuler, Board Member Marcus Washington, Esq. Board Member



1 message

Tue, May 23, 2023 at 11:51 AM

To: "schoolboard@philasd.org" <schoolboard@philasd.org>

Dear School Board Members,

I am a speech language pathologist working at William H. Loesche.

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,

Olivia Grover M.S. CF-SLP



1 message

Wed, May 24, 2023 at 2:44 PM

To: schoolboard@philasd.org

Dear School Board Members.

I am a speech language pathologist working at Louis Farrell Elementary School.

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,

Rachael



1 message

Tue, May 23, 2023 at 7:33 AM

To: "schoolboard@philasd.org" <schoolboard@philasd.org>

Dear School Board Members.

I am a speech language pathologist working at William Hunter and Paul Dunbar.

In response to Action Item 58 regarding the hiring of contracted related service providers due to long standing staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely, Rachel Tarter



1 message

Tue, May 23, 2023 at 11:15 PM

To: "schoolboard@philasd.org" <schoolboard@philasd.org>

Good evening,

My name is Rain Robbins, formally Rain Africa. and I am a twenty three year old philadelphia native who was raised by the MOVE cult or the group commonly referred to as a "back to nature" revolutionary group that has roots and mangled past in west philadelphia history in which I am not longer affiliated with.. Firstly I'd like to make a clear notation to my point of calling this organization a cult, because by definition it is. A cult is defined as a relatively small group of people having religious beliefs or practices regarded by others as strange or sinister. I like many children born and raised within MOVE were subjected to psychological torture (brainwashing of nonsensical and harmful ideologies such as racism, sexism, homophobia, and the encouragement of abusive behavior), extreme physical abuse (malnutrition, lack of medical care, child labor, and extreme dieting and exhaustion), and sexual abuse (grooming, child marriages, rape, sex trafficking, pedophilia, and molestation). These allegations have been published and made publicly available in the podcast Murder at Ryan's Run, the 2021 Philadelphia Inquirer article, and broadcasted on WORD radio. I have attached a Google document with further documents with additional material about MOVE. I write to you today out of concern for the youth being educated in the philadelphia school system and with a sense of alarm and urgency. I've been made aware that the current cult leader and spokesperson Mike Africa Jr. has been working in conjunction with educators and school district employees to introduce a course centered around the ideologies and abusive beliefs of the late Vincent Leaphart or "John Africa" and the history of the cult here in philadelphia. I have obtained a draft of the current curriculum that has left rattled to my core.

This curriculum does not include the truth of the horrors many of us have endured at the hands of MOVE nor does it actually align with the true intent of this group which is simply money and control. This curriculum will target, deceive, and exploit the city's most important and vulnerable populations.. the youth... the future. Out of over 50+ kids in the half century since the conception of MOVE I am one of only a dozen children who has a high school diploma and a full education. From our earliest memories it was ingrained in us that going to school was "monstrous" and inhumane in nature. We were taught that to have an education was to disobey our God (Mother Nature or "mama") and JOHN AFRICA (1/2 of the founding leaders and authors of the set of guidelines that governed our entire lives). To have an education was seen and repeatedly implied to be a death sentence due to the sin of rejecting Vincent's twisted teachings. Us little black and brown children were being taught to reject the very privilege and right that our ancestors fought for and many around the world pray for. This was a direct form of control used to make our escape impossible. The only reason I was able to be educated was because my mother secretly enrolled me in a cyber charter school in third grade. Girls who weren't as lucky ended up pregnant at 12 years old and the boys were sent to work in landscaping and construction jobs illegally. My education is something that allowed me a salvation in

literature, an understanding of the world outside of the cult by means of science, history, heritage, and culture. Many of my fellow survivors were not as lucky and have struggled immensely due to this.

I am truly terrified that by introducing this curriculum in schools we may be setting up a recruitment process by ways of indoctrination and lies. Mike Africa Jr. is committed to pushing the falsehoods in his narrative for profit and fame. Many of his claims about the intentions and history of MOVE are false and easily disprovable. Mike himself is wholly unethical and inherently corrupt. I am disturbed that educators and professionals with a direct and clear responsibility for the safety of our youth are willing to aide, collaborate, and validate a man who's intent is to exploit children in the same ways that have resulted in abuse and in some instances actual death of children.

In my short time on this earth I have witnessed and survived horrors that will never leave me. Things that will forever shape the women and mother I become. I am writing this so that no other child has to be subjected to those horrors. I am more than willing to further elaborate my opposition to the proposed curriculum to any city or school board officials that deem it necessary. Thank you for your time and for reading my comments.

Respectfully, Rain Robbins

https://drive.google.com/drive/folders/19IAzQgN59OJdrukAmmOzBup5x\_RK3jDX?usp=sharing



#### **Board Comments**

1 message

to: schoolboard@philasd.org

Tue, May 23, 2023 at 9:09 AM

Dear School Board Members.

I am a speech language pathologist working at E.W. Rhodes School.

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,

Samantha Shaffer

--

Samantha Shaffer, M.A., CCC-SLP Speech-Language Pathologist School District of Philadelphia E. W. Rhodes School (M, T, R, F) Edward Gideon School (W)



1 message

Tue, May 23, 2023 at 10:21 AM

To: schoolboard@philasd.org

Dear School Board Members,

I am a Speech-Language Pathologist working at Bache-Martin School and Girard Academic Music Program.

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely, Sarahanne Beegle



1 message

Wed, May 24, 2023 at 2:48 PM

To: schoolboard@philasd.org

Good afternoon,

My name is Sean Kelly, and I am a parent of a fifth grader and a seventh grader at SLA Beeber.

The Board should delay the vote on the Five-Year Strategic Plan until the public has had a chance to read through and comment on the plan.

Because this plan will set up the next five years in our district and all families and teachers and community members deserve to be able to see it and give feedback before any vote occurs.

Rebuilding public trust in the school district as well as increasing the transparency of district policies and initiatives were recurring themes as our city sought to fill the position of Superintendent. Parents and community members also raised these concerns again in the listening sessions with Superintendent Watlington once he had been hired.

The Board has granted more than 1 million dollars to consultants including consultants who are supposed to be improving community engagement. But as a parent, I can't even see the plan that my children will be subject to for the next five years. How can I possibly be engaged when I'm not even being told what is happening? And when only 30 people are permitted to speak at the Board Meetings.

The Board *must* delay the vote on the strategic plan until all stakeholders have had ample opportunity to read it and comment.

Thank you, Sean Kelly



1 message

Wed, May 24, 2023 at 8:52 AM

lo: schoolboard@philasd.org

Dear School Board Members.

I am a speech language pathologist working at Julia Howe Elementary and James Lowell Elementary.

In response to Action Item 58 regarding the hiring of contracted related service providers due to long standing staffing shortages, I am asking the District to do the following:

- Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.
- Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,

Sha'Laina Sample

\_\_

Sha'Laina N. Sample, MS, CCC-SLP



# [EXTERNAL SENDER] Board Testimony

1 message

Wed, May 24, 2023 at 7:06 AM

To: "schoolboard@philasd.org" <schoolboard@philasd.org>

Sonya Brintnall Lead Speech Language Pathologist sfbrintnall@verizon.net

Dear Members of the School Board,

My name is Sonya Brintnall. I am a lead speech language pathologist working for the district for over 13 years now. I appreciate you taking the time to read and consider my testimony below.

I am writing in response to Action Item 58 that reveals that vacancies persist for more than 30% of our related service providers. I am concerned that with use of contracted staff the pressure to hire for these full-time SDP positions evaporates. Furthermore, the reliance on contracted staff hurts staff morale, frustrates parents, reduces quality and continuity of services, and finally drains current SDP staff required to support and provide training year round. Our families value these supports greatly and our children need them in order to access and participate in their education- we must do better so that all of our children receive the mandated support they need to thrive.

I am hopeful with new leadership in Talent that major change may come. My recommendations stand to:

- 1. Post the vacancy list online for all related service positions- this is what inspired me to apply many years ago!
- 2. Develop a HIRING GOAL. I believe that with the same approach we use in teaching children by setting short term obtainable goals to achieve a long term goal, the SDP will achieve a fully -staffed department. As a baseline data, note that my calculations indicate over time (past 3-5 years) an estimated 50-65% of applicants that interview will actually ACCEPT the position, therefore we must plan to obtain and interview over 120

qualified applicants to begin to reach that goal. How many staff in these areas will Talent hire this year, what is the plan to decrease this reliance over time until we reach the long term goal of a fully staffed department?

- 3. Confirm and advertise if speech language pathologists and/or related services are eligible for hiring bonuses that Dr. Watlington announced earlier this year. We have asked for clarity and received none therefore we can not promote this with potential applicants.
- 4. In my years talking to applicants and recently hired SLPs, our Talent response, interview, and follow up time lags (see SLPs Initiative for PA School Survey https://www.canva.com/design/DAFQkHbrilM/Rp0WbKtkMMdhd2JrqdPEyg/view? utm\_content=DAFQkHbrilM&utm\_campaign=designshare&utm\_medium=link&utm\_source=homepage\_design\_menu#1) compared to other employers. This is compounded by the lack of transparency no vacancy list posted online deterring applicants uncertain of possibilities in a large city such as Philadelphia.

I am happy to discuss my experiences over the last decade in terms of recruitment and retention factors in addition to the SLPs Initiative for PA Schools annual survey attached. Thank you for the good work you do for our school communities and for reading these comments/suggestions.

Sincerely, Sonya Brintnall, MS, CCC-SLP, Lead Speech Language Pathologist

Sonya Fleur Brintnall Speech Language Pathologist, MS, CCC-SLP



#### **New submission from Contact Us**

1 message

Mon, May 22, 2023 at 9:20 AM

Name

Stephanie Ash

Date

05/22/2023



Subject

**Board Comment** 

#### Message

Dear School Board Members,

I am a speech language pathologist working at Widener Memorial School. I also serve as one of the augmentative and alternative communication (AAC) leads to support our students with complex communication needs.

In response to Action Item 58 regarding the hiring of contracted related service providers due to longstanding staffing shortages, I am asking the District to do the following:

- 1. Improve transparency by clearly identifying the number of allotments and vacancies for each related service.
- 2. Develop a goal-oriented remediation plan with Talent to fully staff Related Services Support services within 3 years, to prevent continued reliance on outsourced substitute contractors and promote industry standards in hiring for Related Services. See results and suggestions from our 22-23 Recruitment and Retention Progress Report.
- 3. Clearly post the vacancy list of schools that require Related Service positions, such as speech language pathologists, on the job board to increase applicants.
- 4. Confirm that the proposed teacher sign-on and retention bonuses also apply to Related Service positions and promote these incentives.
- 5. Provide clear notification to parents if their school is not fully staffed with appropriate related services required by their students.

Sincerely,

Stephanie Ash, MA CCC/SLP