



THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION

PUBLIC MEETING

AGENDA

OCTOBER 20, 2022

Call to Order - Joyce S. Wilkerson, President

Roll Call - Lynn Rauch, Esq., General Counsel

Approval of Minutes - September 22, 2022

Committee Reports

Superintendent Remarks - Dr. Tony B. Watlington, Superintendent

Presentations

- Transition Team Report - Andrea Custis, President & CEO of the Urban League of Philadelphia, and Dr. Guy Generals, President of the Community College of Philadelphia
Board of Education - Other

Written Testimony

- Written Testimony
Board of Education - Other

Registered Student Speakers

- Student Speakers List
Board of Education - Other

Registered Speakers on General Topics

- General Speakers List

Action Item Questions and Answers

- Action Item Questions and Answers
Board of Education - Other

Action Item

1. Amendment to Adoption of Board of Education Public Meeting Schedule 2022
Board of Education - Other
2. Approval of Personnel Hires (Updated 10.13.2022)
Talent - Other
3. Approval of Personnel Terminations (Pending)
Talent - Other

4. Administration's Recommendation for Termination of Professional Employees
- WITHDRAWN BY STAFF
Talent - Other
5. Approval of Resignations and Retirements (pending)
Talent - Other
6. Contract with Cigna Health and Life Insurance Company - Dental Insurance
Program (\$5,388,560)
Talent - Contracts
7. Agreement for Service - Blackhawk Network Holdings, Inc.
Student Support Services - Contracts
8. Contracts with community agencies to support students experiencing
homelessness (\$3,000,000)
Student Support Services - Contracts
9. Contract with The City of Philadelphia's Office of Homeless Services (OHS)
Student Support Services - Contracts
10. Contract with Jewish Family and Children's Service of Greater Philadelphia for
PreK Parenting Education (\$69,338)
Academic Support - Contracts
11. Memorandum of Understanding with Educating Communities for Parenting (no
cost) - WITHDRAWN BY STAFF 10.19.22
Academic Support - Memorandum of Understanding
12. Authorization to Make Payments to Middle States Association Commissions
on Elementary and Secondary Schools - Accreditation (\$85,000)
Academic Support - Other
13. Capital Awards at Various Locations - (\$5,956,926) - Added 10.3.2022
Operations - Capital Programs - Capital Awards
14. Change Orders at Various Locations - (\$356,735) - Added 10.3.2022
Operations - Capital Programs - Other
15. Contract Amendments with Various Vendors for the provision of Web-Based
Tele-Therapy Platforms and Online Remote Student Therapeutic Related
Services (\$600,000) - Added 10.6.2022
Academic Support - Amended Contracts
16. Contract with L. M. Kutys & Associates -Auditing Services for Office of
Inspector General (\$90,000) - Added 10.11.2022
Board of Education - Contracts
17. Amendment of Contracts with R. F. Design & Integration Inc., Schneider
Electric Buildings Americas Inc. for Security Camera System Installation -
Added 10.12.22
Operations - School Safety - Other
18. Contract with SDG Security LLC for Alarm and Fire Telecommunications
Services - Added 10.12.22
Operations - School Safety - Contracts

19. Contract with Verizon Business for Alarm System Telecommunications Services (\$75,000) - Added 10.12.22
Operations - School Safety - Contracts
20. Contract with Yondr, Inc - Phone Free School Program (\$5,000,000) - WITHDRAWN BY STAFF 10.20.22
Operations - Procurement - Contracts
21. Settlement of Civil Action – Carl Watson and Dorothy Watson v. The School District of Philadelphia - Added 10.12.22
General Counsel - Other
22. Laboratory Charter School for Communication and Languages: Authorization to Execute Agreement on One-Year Renewal and Renew Charter for One Year - Added 10.17.22
Board of Education - Other
23. First Philadelphia Preparatory Charter School – Application for Charter Renewal - Added 10.18.2022 - FAILED
Board of Education - Other
24. Tacony Academy Charter School – Application for Charter Renewal - Added 10.18.2022 - FAILED
Board of Education - Other
25. The Philadelphia Charter School for the Arts and Sciences at H.R. Edmunds – Application for Charter Renewal - Added 10.18.2022 - FAILED
Board of Education - Other

Adjourn

Call to Order - Intermediate Unit Board of Directors

Roll Call - Board of Directors

Action Items - Intermediate Unit

1. Contract with n2y LLC for The Unique Learning System Digital Curriculum to Support Life Skills and Multiple Disabilities Support Programs (\$260,000)
Academic Support - Other

Adjourn - Intermediate Unit Board of Directors

Email: schoolboard@philasd.org

Twitter: [@PHLSchoolboard](https://twitter.com/PHLSchoolboard) | Facebook: [@PHLSchoolboard](https://www.facebook.com/PHLSchoolboard)

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Title: Action Item Questions and Answers

Board of Education Meeting Date: 10/20/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Type

10_20_22 Action Item Questions and Answers

Supporting Document



The School District of Philadelphia

Board of Education
Action Item Questions and Responses
October 20, 2022

Action Item Questions	Submitted by:	Response
<p>8). Contracts with community agencies to support students experiencing homelessness (\$3,000,000)</p> <ol style="list-style-type: none"> Will these agencies be providing money for housing or just for support services? Are the children that will have access to this service involved with OSP/DHS? 	Board Member Danzy	<ol style="list-style-type: none"> The agencies will be funded to provide support to students experiencing homelessness. The agencies will not provide housing. The students that will have access to these services qualify under the federal McKinney-Vento regulations to receive education support. It is possible that our homeless students are known to DHS or other city agencies. Our data exchange with DHS identifies and recognizes the children both agencies serve in common.
<p>9). Contract with The City of Philadelphia's Office of Homeless Services (OHS)</p> <ol style="list-style-type: none"> Does the District still have someone in house and is this a different role for this individual? Will this person work out of OHS or SDP? Will the liaison function as just providing linkage of child/family with OHS and identifying needs impacting 	<p>Vice President Egea-Hinton</p> <p>Board Member Danzy</p>	<ol style="list-style-type: none"> The District has a team of staff providing education support to homeless students. This contract will fund a position in the city's homeless services office to improve support coordination with the District. This person will work out of the Office of Homeless Services (OHS). The liaison will help connect students and families to OHS services; identify and resolve the



The School District of Philadelphia

Board of Education Action Item Questions and Responses October 20, 2022

<p>on school attendance/studies or will he/she act as a case manager and/or service provider?</p> <p>4. When there is a student who becomes or is bordering on homelessness minus any family involvement will we refer this to DHS to ensure that we are not providing services that fall on the responsibility of DHS or other city services?</p> <p>5. Who will be responsible for ensuring that the person here works well with SDP?</p>		<p>barriers impacting school attendance and academic achievement; help students at risk of homelessness; develop and implement referral practices; and provide knowledge and leadership for professional development of staff in the District and the city.</p> <p>4. Yes. We coordinate services with DHS. We do not duplicate or supplant resources. The SDP data exchange and services coordination with DHS is ongoing and well defined.</p> <p>5. The SDP Director of Homeless Education services will ensure the person hired to work in the Office of Homeless Services works well with SDP.</p>
<p>12). Authorization to Make Payments to Middle States Association Commissions on Elementary and Secondary Schools - Accreditation (\$85,000)</p> <p>1. Is this a payment we make every year?</p> <p>2. Do we have the cohort for this year identified?</p> <p>3. How do we support schools through this process?</p>	<p>Board Member Danzy</p> <p>Board Member Lam</p>	<p>1. Yes.</p> <p>2. Yes. The schools are as follows:</p> <ul style="list-style-type: none"> ○ Constitution HS * ○ Fels HS ○ Frankford HS ○ Furness HS ○ GAMP ○ Martin Luther King HS ○ Mastbaum HS ○ Motivation HS *



The School District of Philadelphia

Board of Education Action Item Questions and Responses October 20, 2022

		<ul style="list-style-type: none">○ Overbrook HS○ Parkway North West*○ Philadelphia Military Academy*○ Science Leadership Academy*○ High School of the Future*○ South Philadelphia HS <p>(*new/current candidate for accreditation)</p> <p>3. Schools are provided in-person/virtual school support for self-study writing; in-person/virtual school support for developing the Plan for Growth & Improvement; and professional development sessions. Additionally, the Office of Academic Supports (OAS) helps schools prepare for the accreditation visit by reviewing and providing feedback on the school's self study and by gathering and organizing evidence documents that support the school's application.</p>
Intermediate Unit Questions	Submitted by:	Response



The School District of Philadelphia

Board of Education Action Item Questions and Responses October 20, 2022

<p>1). Contract with n2y LLC for The Unique Learning System Digital Curriculum to Support Life Skills and Multiple Disabilities Support Programs (\$260,000)</p> <p>1. Who selects vendors for the IU?</p>	<p>Vice President Egea-Hinton</p>	<p>1. Vendors are selected through a competitive RFP process. During the school years 20-21 and 21-22, PDE's Bureau of Special Education (BSE) purchased the Unique Learning System (ULS) curriculum from n2y LLC for every IU and school district in Pennsylvania. Based on positive results and student outcomes over the past two school years, the District is seeking to continue the use of ULS.</p>
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Presentations - •

Title: Transition Team Report - Andrea Custis, President & CEO of the Urban League of Philadelphia, and Dr. Guy Generals, President of the Community College of Philadelphia

Board of Education Meeting Date: 10/20/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Transition Team Report

Type

Supporting Document



THE SCHOOL DISTRICT OF
PHILADELPHIA

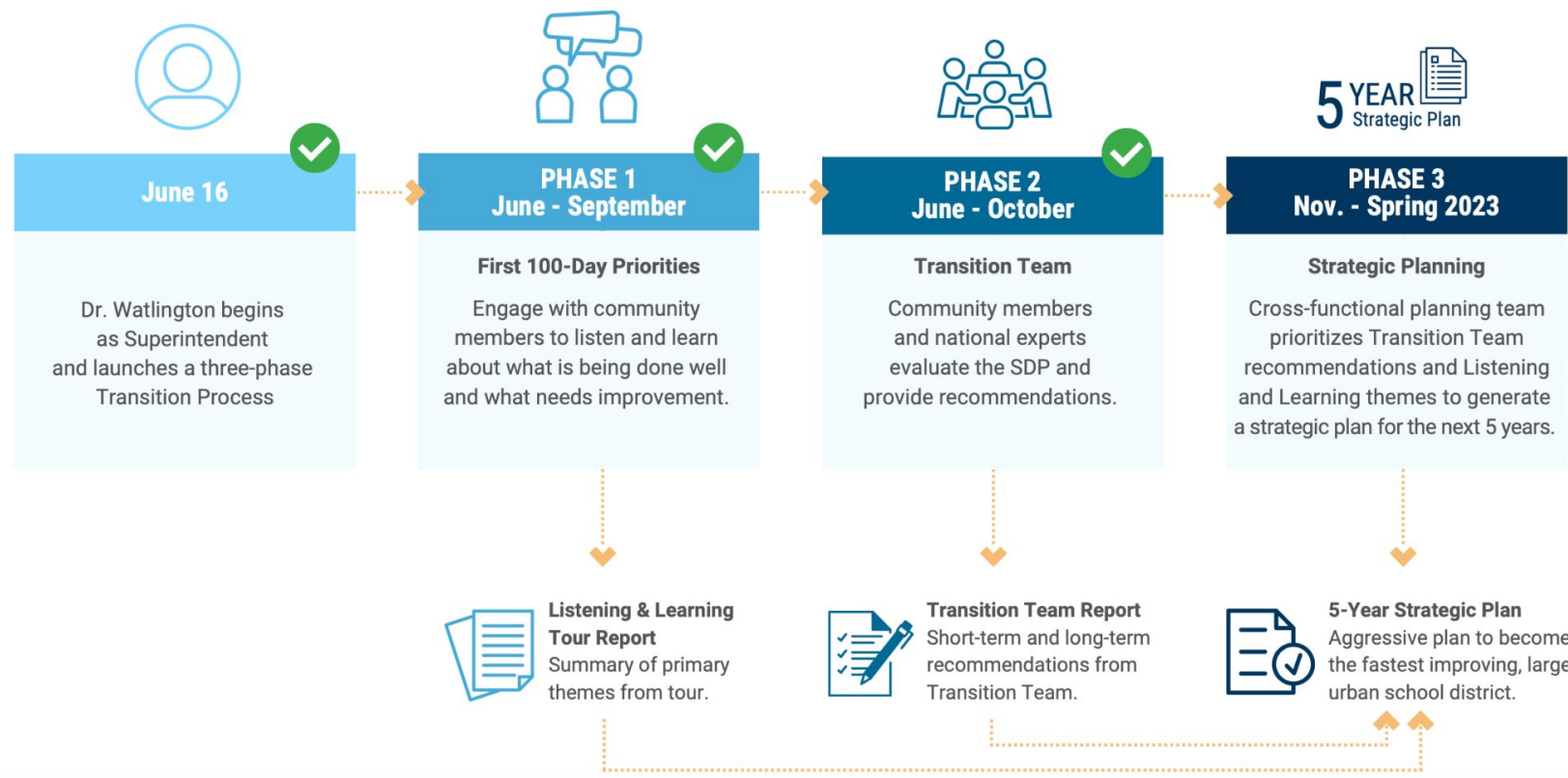
100-Day Reflections, Actions, & Next Steps

Superintendent Tony B. Watlington Sr., Ed. D.

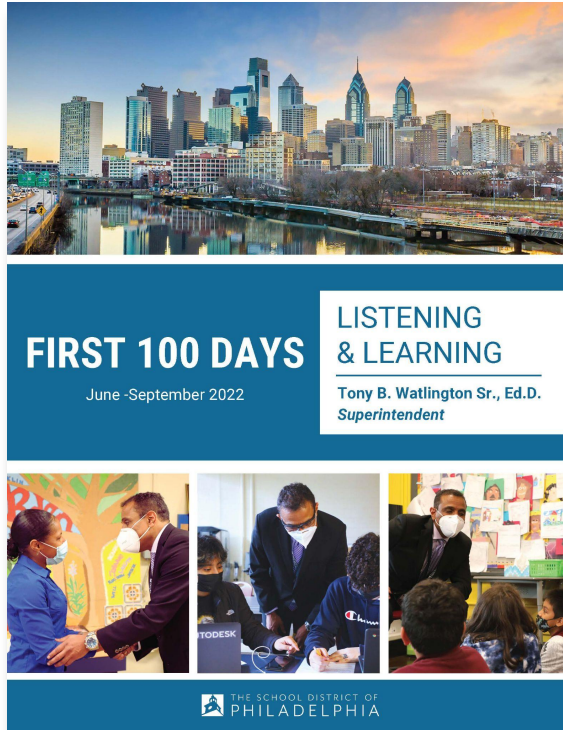
Board of Education Meeting
October 20, 2022



Transition Process: A Three-Phase Approach to Lay A Strong Foundation for SY 2023-2024 & Beyond



Phase I: First 100-Day Priorities



*"My first priority is to **listen and learn**. I will engage in **strategic, thoughtful, and equity-focused conversations and actions** to identify what is being done well and what needs improvement to achieve the School District of Philadelphia's Goals and Guardrails."*

100% of First 100-Day Priorities were completed as outlined.

Phase I: Listening and Learning Tour



90

Listening & Learning sessions



1,963

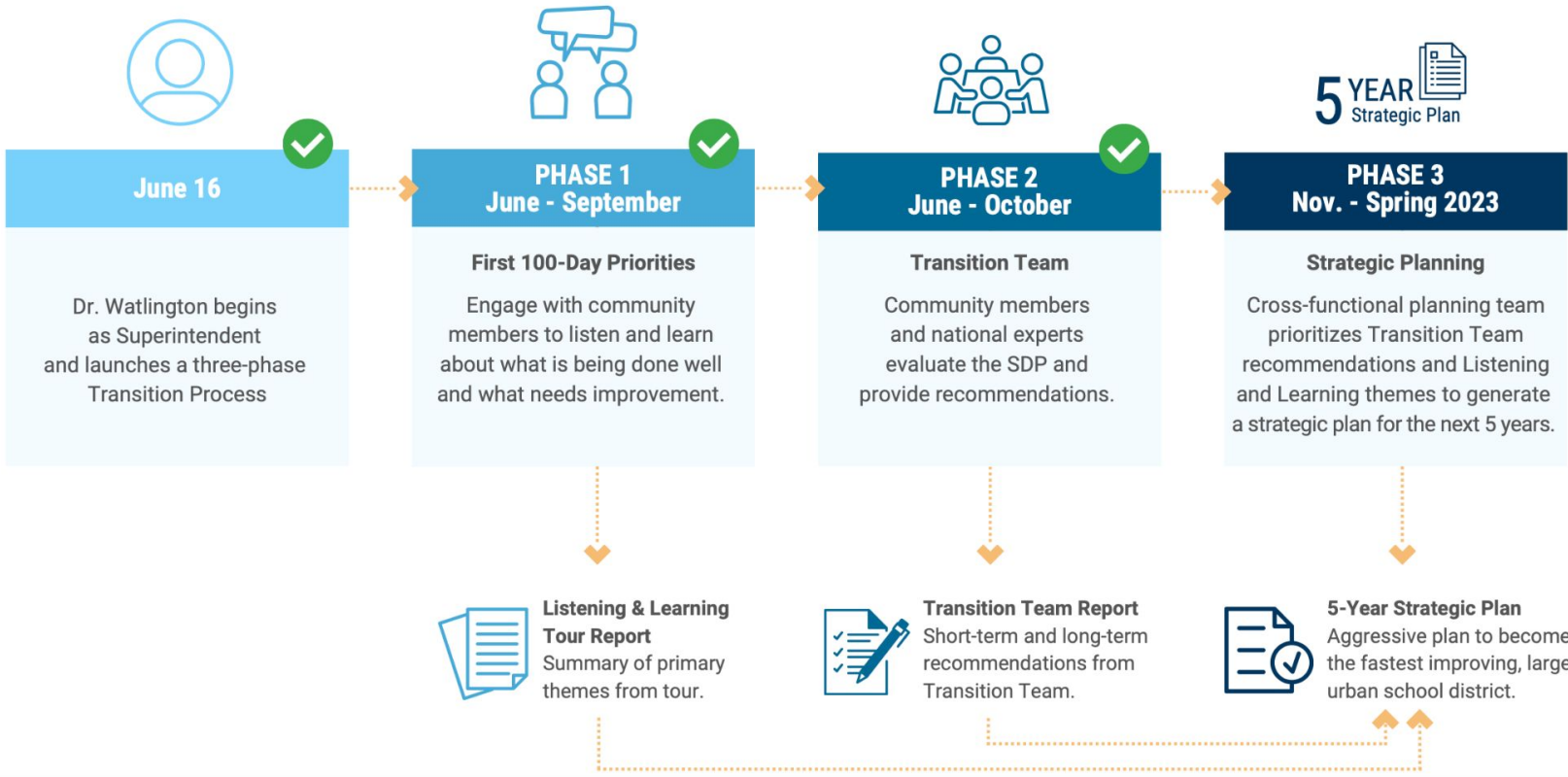
Listening & Learning session participants



902

Survey participants

Transition Process: A Three-Phase Approach to Lay A Strong Foundation for SY 2023-2024 & Beyond





Transition Team Outcomes

Summary of the Transition Team Process and Recommendations

October 20, 2022

Transition Team Goals

Change in leadership offers the District an opportunity for renewal, revival, and innovation.

The Transition Team:

- Supports a smooth, efficient transition for all Stakeholders of the District
- Provides an objective evaluation of current strengths and challenges from local and national leaders
- Generates recommendations to be considered for Phase 3 of the transition process - development of the strategic plan



Five Sub-Committees

The Transition Team worked across five sub-committees:

- Student Achievement
- Operations
- Anti-Racist District Culture
- Community Engagement and Communications
- Enriching and Well-Rounded School Experiences

Transition Team Members

- Over 100 participants from across the Philadelphia community and national experts and leaders, including
 - 9% of committee members are parents
 - 14% of the committee members are school leaders and teachers
 - 11% of committee members are Philadelphia education experts
 - 7% of committee members are national education experts
- 17 students served as transition team advisors who provided input and feedback on the sub-committee recommendations



Transition Team Process

Inaugural Transition Team Meeting

July 12

Co-chairs, sub-committee co-chairs, and team members met to launch their analysis and fulfill their charges.

Sub-Committee Meetings

July - September

Team members met in their sub-committees to continue their analysis, review and discussions, and draft their reports. The sub-committees generated more than 90 recommendations.

Transition Team Report

September - October

Sub-committee report drafts were compiled and summarized to create a comprehensive, cohesive Transition Team Report.

Transition Team Evaluation of the Current SDP System

Strengths

- 1 | The District has been able to establish fiscal stability and focus on making investments in students, staff, and facilities.
- 2 | Dissolution of the School Reform Commission and establishment of the Board of Education appointed locally by the Mayor.
- 3 | The hard work and dedication of all District staff members, as well as efforts of many external partners, to strive to support students.
- 4 | An extensive variety of public and private partnerships that serve children

Challenges

- 1 | Student achievement has remained relatively flat across the District on national, state, and local assessments.
- 2 | Lack of clearly communicated theory of action of how the District plans to raise student achievement at scale.
- 3 | Inconsistent communications functions that lack transparency which prevents a culture of respect and trust with stakeholders.
- 4 | Billions of dollars in school building improvements that are needed to bring facilities up to standards for optimum student learning.
- 5 | Consistent underfunding of the District due to City and State funding decisions.

Transition Team Major Outcomes

Three major themes surfaced as critical imperatives to attain the District's Goals and Guardrails and operational excellence:

Communication/Customer Service

There is a need for improved internal and external communication strategies and two-way communication, and engagement with staff, students, parents/families and the community, to build trust.

Coordination/Collaboration

There is a need for greater collaboration and inter-departmental systems in order to conduct operations and address issues more efficiently.

Accountability/Evaluation

There is a need for shared accountability for student success, more strategic data collection, and regular monitoring of academic areas, schools, programs, and operations, to be able to track and report progress toward specific, strategic, District goals.

Transition Team Major Outcomes

In total, the sub-committees recommended 91 recommendations to help address challenges within the District and accelerate progress towards the Board's Goals and Guardrails.

- 58 short-term recommendations which could be implemented over the next 1-2 years.
- 33 long-term recommendations which could be implemented over the next 3-5 years.





Student Achievement Charge

The core work of SDP is teaching and learning, and, as such, the major focus of every activity in the district must support classrooms and students achieving at the highest level. The sub-committee's work will advance learning opportunities, particularly for those students who have not yet achieved the level of success needed to access meaningful career and college opportunities.

Examples of Student Achievement Recommendations

- Create purposeful alignment of District people, time, funding, and assessments to support the successful implementation of Instructional Plan
- Articulate clear curriculum implementation expectations and initiate collaboration among the Board, Superintendent, chiefs, assistant superintends, principals, teachers, students, and families.
- Launch a textbook adopt process for ELA/English to ensure only standards-aligned instructional materials.
- Designate the Chief of Schools and Chief of Academic Supports to work with high school assistant superintendents and principals to increase the number of Advanced Placement courses at every high school.
- Collaborate with an external partner to support the Academics Department in conducting an audit of special education services.
- Conduct an audit of the District's Career and Technical Education (CTE) programs to ensure students benefits from 21st century CTE opportunities to increase the number of students graduating with industry certifications.



Operations Charge

Operational efficiency in SDP ensures that schools are staffed with excellent teachers, buses operate safely, finance functions have integrity, and the physical environment of schools is conducive to learning. The sub-committee will assess the current status of organizational, and logistical operations crucial to the effective day-to-day functioning and success of the system. The sub-committee will also consider organizational capacity to recruit, onboard, develop, energize, recognize, reward and retain top talent.

Examples of Operations Recommendations

- Ensure better communication of SDP priorities throughout the entire system by engaging with school leaders and stakeholders in the development of allocations consistent with SDP priorities and revenue constraints.
- Implement a transparent budgeting process that maximizes school-based budgeting aligned to district priorities and compliance requirements.
- Conduct a transportation study to assess current transportation processes, system, and capacity; research district transportation practices to gain efficiency.
- Develop and execute a Master Facilities Plan to ensure every student attends a school that is as good or better than their current home-based school.
- Continue to explore and expand alternative pathways into teaching to address the ongoing goals for increasing teacher quality and diversity, and to meet the challenge of a shrinking teacher workforce.
- Develop a teacher career ladder that enables teachers and paraprofessionals to advance themselves without leaving district employment.



Anti-Racist Charge

SDP is committed to all students learning in a safe, supportive, and welcoming environment that does not limit their opportunities to receive rigorous, non-biased, and engaging instruction. The sub-committee will investigate and consider elements that impact anti-racist teaching, both positive and negative, and factors which impede progress.

Examples of Anti-Racist Recommendations

- Create equitable access to Criteria-Based Schools by ensuring every K-8 school offers the courses needed for entry.
- Support an equity-based staffing model, in which every school has a standard administrative staffing model that takes equity into account and the needs of the population, providing additional allocations using an equity lens.
- Develop policy and practice(s) that are instructive about ensuring the inclusive nature of curricular materials and instruction, so that SDP teaching and learning promote a sense of belonging for students.
- Develop a District-wide professional learning plan for all District staff aligned to equity and anti-oppression ideology and practices using the District Equity Framework and an evaluation process to assess the impact on student learning.
- Develop an equity/anti-racist learning center for all District staff that facilitates real time learning, and develops/refines skills and capacity to embody equity principles in their daily work.



Community Engagement & Communications Charge

SDP seeks to establish a culture of respect and trust with all members of the school community through ongoing communication and collaboration. The sub-committee will provide information that will strengthen community engagement in support of SDP students and their families.

Examples of Community Engagement and Communications Recommendations

- Co-create, resource, and drive accountability to a Customer Service Model with shared behaviors, expectations, and processes to support a culture of trust and respect.
- Invest in a two-way engagement, communication, and discussion management tool to support in-person, community-based conversations throughout the year.
- Re-envision the District approach to data and information gathering, including simplify surveys, close the loop around feedback, and issue an annual survey calendar.
- Expand organizational capacity to strengthen engagement, communication, and storytelling.
- Evaluate the content, implementation, and effectiveness of current parent and family engagement policies, including School Advisory Councils and School Engagement Plans; develop strategies to improve school-family communication.

Enriching and Well-Rounded School Experiences Charge

SDP believes that for students to be well educated, they must be exposed to a variety of learning experiences in and outside the classroom. The sub-committee will explore the extent to which SDP is providing a well-rounded education that affords students many opportunities for enrichment, exploration and talent development.



Examples of Enriching & Well-Rounded School Experiences Recommendations

- Set minimum standards for student accessibility to program offerings that meet the minimum evidence-based recommendations to achieve the skill development goals for students.
- Launch an inclusive process to develop a clear, measurable definition of “enriching and well-rounded experiences” and chart a path to make those opportunities measurable and available to all students.
- Develop a data collection, analysis, and reporting system that is aligned with the District’s definition and goals and incorporates an understanding of data collected and analyzed by the City.
- Every school should have a no-cost, afterschool program.
- Ensure all students have access to afterschool athletic programs.
- Require all schools to offer co-curriculars and create a menu of co-curricular offerings by grade band (elementary, middle, and high school) across the District.



Read the full report at [Philasd.org/100days](https://philasd.org/100days)

Written Testimony - •

Title: Written Testimony

Board of Education Meeting Date: 10/20/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Written Testimony

Type

Supporting Document

Subject: Fair Funding Formula

Fair Funding Formula

\$18,818 per student budget for 2022-2023 school year

After the school budgets are made where does that excess money go?

Excess money formula:

Multiply the number of children enrolled X the Per Pupil Budget (\$18,818) equals. Then subtract the school budget from the Per Pupil Budget for the excess amount.

Here are three examples from low to hi enrollment with some side notes:

1. Henry A. Brown 333 enrolled

$$333 \times 18,818 = \$6,266,394 - \$6,121,794$$

The school generates an excess of \$144,600

Teachers - General Education 25.4 1:13 teacher /student ratio

Teachers - Special Education 10.0

Classroom Assistants/Teacher Assistants 14.0

Is this school top heavy in Teacher/Student support for the enrollment size?

2 Constitution High School 394 enrolled

$$394 \times \$18,818 = \$7,414,292 - \$3,657,207$$

The school generates an excess of \$3,757,085

Teachers - General Education 20.0 1:19 teacher / student ratio

Teachers - Special Education 2.0

Classroom Assistants/Teacher Assistants 1.0

this is a lease property at over \$1 million dollars a year

Central High School 2,376 enrolled

$$2,376 \times \$18,818 = \$44,711,568$$

the school generates an excess of \$28,231,503

Teachers - General Education 107.1 1:22 teacher /student ratio

Teachers - Special Education 1.0

Classroom Assistants/Teacher Assistants 2.0

this school is overcrowded by 568 students

Net worth Classroom Size Minimum/ELA and Special Needs additional amount added on

$$10 \text{ Students} \times \$18,818 = \$118,180$$

$$15 \text{ Students} \times \$18,818 = \$282,270$$

$$20 \text{ Students} \times \$18,818 = \$376,360$$

$$25 \text{ Students} \times \$18,818 = \$470,450$$

$$30 \text{ Students} \times \$18,818 = \$564,540$$

Where is the money being spent on the behalf of the children?

How much is being spent or loss at the expense of the student :

- a. Leasing buildings (**investigate**)
- b. Maintenance overtime pay with no time stamp on the work. The maintenance department average 1hr of work for a 8 hour day. Then there is overtime (**investigate**)
- c. Cost for Substitute teachers
- d. Teachers coverage pay (lack of classroom instruction) (**investigate**)
- e. Million Dollar Non-Profits using the children with no evidence of improvement and do they pay their fair share for Use of Facility? (**investigate**)
- f. Leasing meeting space for staff development
- g. Change Orders at Various Locations
- h. Capital Awards at Various Locations
- i. Vacant personal at 440 causing neglect of services that should be rendered (**investigate**)
- j. Community Partners or shall we say Business Partners. (**investigate**)

To name a few but these things take monies away from some children and then the Schools District designate the children as being underserved and underfunded. This could be why they are being underserved and underfunded, paying for these services that might not affect them.

You can take \$200 off the top of every child (\$23,000,000) and open back up your 7 indoor pools which would take care of your repairs and operating cost and benefit with:

- +Physical fitness
- +Mental acuity
- +Emotional wellness
- +College scholarships
- +Job opportunities
- +Drowning prevention
- +Violence prevention
- +Chronic disease prevention
- +Aid in being a Hub in the community
- +Make it a part of Middle School Sports

The advantages of swimming Aid students in school and in life.

Then create a dollar figure for your 12th graders in aiding them to achieve a Driver's license.

Finally I would not be myself if I did not mention Junior High Schools (7th, 8th and 9th). It's not too late.

1. The District can designate schools and enroll the students for the 2023-2024 school year. This is the same amount of time it took to create your K-8 schools back in 2013. With 18,000 employees at your disposal you can do this.
2. The Board needs to be aware that your Junior High Schools have the infrastructure to create you 21st century schools with the least amount of cost. You have these buildings just sitting and waiting. Also with your Maintenance crew you can bring some of these building back on line without using outside contractors.
3. Remember we would be showing 20,000 students a sense of direction and self-worth. Changing the dynamics of your High Schools.
4. Help in addressing the surge of violence in your schools and the community.
5. Let the Pools be one of the Hubs the Superintendent spoke about for the community.

Make it fair for the underserved, you do not have to go to Harrisburg. Get the School District of Philadelphia to do a better job managing the money and the staff for opportunities for all students not just the on-track schools.

Enclosing:

1. You need to hold on to your school buildings no matter their conditions. (Facility Planning Process.) Is not a fair account of what is in these buildings and the potential they could bring?
2. Put a cap on the class room size (24). Do not go by the room occupancy of 30.
3. Redesign your school buildings Kindergarten through Six grades, seventh through ninth grade and tenth through twelfth. They were designed for this.
4. Create a CTE/trade program for Small engine repair and Landscape maintenance to be added under the Facility and Maintenance Section of the CTE programs offered. (A needed skill in this city and can also help the School District on saving money on Million dollar contracts with Landscaping.)

You the Board of Education can make a different. But first you have to answer the question.

Are you for the children or are you for defending the School District?

Respectfully,

Horace Clouden

West Philadelphia Parent and Community Advisory Council Representative

Dear Superintendent Watlington and Members of the School Board,

RE: #15 Contract Amendments with Various Vendors for the provision of Web-Based TeleTherapy Platforms and Online Remote Student Therapeutic Related Services

We acknowledge the need for telehealth therapy based on the District's current hiring situation but urge simultaneous **investment in improved retention and recruitment practices**. These suggestions are relatively low-cost when considering the \$1,000,000 SDP will spend/plans to spend on substitute teletherapy services this year.

Solutions for improved recruitment and retention include:

- Identify and train a **dedicated talent representative** that handles Therapeutic Related Services.
- Respond to applicants within 24-48 hours. There is high demand across medical, early intervention, and school based settings.
- Start SLP hires at Step 3 on the payscale in order to compete with charter schools and early intervention providers (similar to other related service providers).
- Extend expiration timelines in offer letters. Potential hires need more than 3 days when considering multiple offers.
- Express the full salary range, in the offer letter, rather than quoting entry level starting salaries without confirming years of experience or education levels.
- Reinstate meaningful and relevant professional development that offer ASHA CEUs to current and new staff (all scheduled PDs were unexpectedly canceled this year with no resolution to this issue to date). Continue to be a CEU provider.
- Explore promoting therapeutic related services, within the district, at the high school level by connecting interested students and partnering with local universities.
- Advertise beyond the SDP website (Indeed, ASHA Leader).
- Host informational tables at local and national professional conferences.

The goal of SLPs Initiative for PA Schools (SIPs) is that all School District of Philadelphia students with communication disorders have equal access to high quality speech and language support services. In order to achieve this, we need a speech and language department fully staffed by committed school district employees that are as racially and culturally diverse as our students.

Please let us know how we can support you to develop improved hiring and retention practices for better student outcomes.

Sincerely,

Aja Centrone, MS, CCC-SLP, Alain Locke School
Kerry Adams, MS, CCC-SLP, Decatur Elementary
Sonya Brintnall, MS, CCC-SLP, Samuel Powel School
Kaitlyn Schock, MS, CCC-SLP, Prince Hall School

Kelsey Rey, MS CCC-SLP, Southwark School
Emily Weiner, MS, CCC-SLP, Gilbert Spruance School
Samantha Caruso, M.S. CCC-SLP, J.W. Catharine School
Jennifer Chiu, MA, CCC-SLP, Key and Coppin Schools
Kim Behling, MA CCC-SLP, Andrew Hamilton
Claire Golden, M.A., CCC-SLP
Katherine Hughes-Lampros, MS, CCC-SLP, Thomas K. Finletter School
Hannah Nicolas MS, CCC-SLP
Rebecca Manini MS, CCC- SLP
Stephanie Ash, MA CCC/SLP, Widener Memorial School
Emily Goldberg, MA, CCC-SLP, Ben Franklin High School/ SLA High School/ Masterman
Ina Beqiri, MA, CCC-SLP G.W. Childs
Edward Tierney, MA CCC-SLP Vare-Washington
Alexis Good, MS, CCC-SLP/L, James Dobson School
Amy Sponenberg-Grenn, MS CCC -SLP, Henry H Houston Elementary School
Sarahanne Beegle, MA, CCC-SLP
Molly Fischman, MS, CCC-SLP, School of the Future
Suzanne Krueger MA CCC-SLP, McMichael Elementary
Pennysue Gold Laster, MA, CCC -SLP/L King HS
Keyra-Nicole Lecointe, MS, CCC-SLP, Lamberton Elementary School
Lorna T. Schwartz, Ed.D., CCC-A/SLP, H. A. Brown School
Tamara Sepe MS/CCC-SLP
Sarah Rosenberg, MA, CCC-SLP
Chasse Guerrera, MS CCC-SLP, Martha Washington School
Mary Sullivan, MS, CCC-SLP, Pollock Elementary
Gabriella Mannino, M.S., CCC-SLP, Eleanor C. Emlen and AMY Northwest
Anne Briskey, MS, CCC-SLP, John Moffet School
Kari Armideo, MA, CCC-SLP, John B Kelly School
Kristen Kaelin MA CCC-SLP, Warren Harding Middle School
Bryan Vinski, MS, CCC-SLP, Kensington High School
Margaret Hoffman, MS CCC-SLP, Bache-Martin
Susan Brook, MS, CCC-SLP, Hancock Elementary
Allison Britt, MA, CCC-SLP, J.S. Jenks School
Abigail Jackson, MS, CCC-SLP, SPHS
Alyse Greenfield, M.S., CCC-SLP
Maureen Skaates, MS, CCC-SLP, Grover Washington Jr Middle School
Amy Eckert, MS, CCC-SLP/L, Alexander K. McClure Elementary School
Susie Tanney, MA, CCC-SLP, Penrose School
Jordyn Freed, M.S., CCC-SLP, Stephen Decatur School
Marie E. Wallace, M.A., CCC-SLP, Hill-Freedman World Academy
Bridget Nolte, M.Ed SLP, C.C.A Baldi Middle School
Julie Davis, MS, CCC-SLP, McCall School
Kyleigh Pope, MS, CCC-SLP, Kirkbride School
Lauren Bevan, MS, CCC-SLP, Hackett School

Olivia Scanlon, MA, CCC-SLP, Thurgood Marshall School
Sha'Laina Sample, MS, CCC-SLP, Julia Howe Elementary School
Jessie Hansen, MS, CF-SLP, F. Amadee Bregy School
Alicia Wileczek, MA, CCC-SLP, James Rhoads Elementary School
Kristin Winkelspecht, MS, CCC-SLP, Shawmont
Janice Evans Bernstein MA CCC/SLP Swenson Arts and Technology Scho
Meghan Koenig, MA CCC-SLP
Kristen Spearman, M.Ed., SLP
Kristen O'Leary, MA-CCC-SLP
Olivia Rossetti, MS, CCC-SLP, taggart school
Rachael Borman, MS, CCC-SLP, Louis Farrell Elementary
Joshua Peckman, MA, CCC-SLP
Tamar Bonne-Année
katharine harriston ms ccc slp
Ali Gniewek, MS CCC-SLP, Franklin Elem
Samantha Shaffer, MA, CCC-SLP, E.W. Rhodes School
Meghan Wilson MS CCC SLP Henry Lawton School
James Segilia, M.S., CCC-SLP, Alexander Adaire School
Jamie Smith, M.S CCC-SLP, Stephen Girard Elementary
Gregory McNichol, MA, CCC-SLP, Anne Frank Elementary School
David Torrisi, MS, CCC-SLP, Gloria Casarez Elementary
Sarahanne Beegle, MA, CCC-SLP

The following is submitted by Lizzie Rothwell:

We Demand Safe Air in Every Philly School

Petition is available at bit.ly/PhillyCleanAir

Philadelphia's public school buildings are crumbling and full of toxins. We need clear long-term plans to repair or replace these buildings without harming our existing school communities. We also need immediate action to provide safe spaces for learning for every student, free from toxins and protected from the uncontrolled spread of COVID-19.

In October 2020, the School District reported that the ventilation systems in many of our schools were not providing enough clean, fresh air. In many classrooms, not only was fresh airflow much lower than what health experts called for in the face of an airborne pandemic, but minimum standards for adequate ventilation were not even met.

Poor air quality in our schools causes drowsiness, inattention and lower test scores, and contributes to Philadelphia's high childhood asthma rates, which are double the national average. The 2021-2022 school year showed that COVID-19 can spread readily in poorly ventilated school buildings. Learning disruptions have been widespread and devastating during the pandemic, and they build on education and health inequalities that Philadelphia's students have borne for generations.

In order to prevent further learning loss and protect the health of students, staff, and their families, the School District must immediately improve ventilation and filtration rates in our classrooms. To meet widely recognized health standards, Philadelphia public schools should have outdoor and/or filtered air fully replacing the air in every occupied room every 12 minutes (5 air changes per hour) at a minimum. This requires well functioning ventilation systems and/or portable air cleaners such as Corsi-Rosenthal boxes.

Improved indoor air quality will also help mitigate dangers posed by asbestos, mold, and rodent infestations which continue to plague our school buildings by reducing the exposure of students to these toxins. Ultimately, the District must provide healthy school buildings that are heated, cooled, and adequately ventilated without the use of fossil fuels that further erode our public health. Right now, we are demanding that the district take four actions for the 2022-2023 school year, summarized below.

DEMANDS:

1. The District must update the school ventilation reports that were made available to the public in October 2020 and last updated in July 2021 and distribute them publicly.

2. The District must publish a comprehensive assessment of the quality of ventilation systems in every school, as well as the date by which each school with inadequate ventilation will have a fully updated ventilation system.
3. The District must provide one or more Corsi-Rosenthal boxes for each occupied classroom and cafeteria with inadequate ventilation. Corsi- Rosenthal boxes use proven MERV13 filtration to produce a high volume of clean air, and can be built for \$75 in material costs. The expensive air purifiers that the District provides are ineffective, and may introduce pollutants of their own.
4. The District must publish a plan to provide consistent air conditioning and heating for every classroom so that each room is a comfortable temperature year-round. The District must also develop a plan to phase out the use of fossil fuels to heat our schools by replacing boilers and furnaces with geothermal systems or air source heat pumps over the next 15 years.

Read the specific details of our demands at tinyurl.com/safeairdemands

Board Testimony: RE: LEVELING

1 message

Julio Nunez [REDACTED]
Bcc: schoolboard@philasd.org

Wed, Oct 19, 2022 at 8:24 AM

Buenos dias Board of Education Members & Dr. Watlington,

Please allow me to share this piece as testimony for the Oct. 20th Board Action Meeting.

Thank you!

Leveling expectations: The archaic school district practice of moving teachers around sabotages student achievement | Opinion

The chaos it creates is a factor that contributes to the city's gun violence crisis.



5th grade teacher Ms. Lane goes over learning activities for the day with her students at the Gloria Casarez Elementary School



Julio C. Nuñez

Oct. 10, 2022, 8:30 a.m.

Julio C. Nuñez has taught and led schools in Philadelphia for the past 14 years, He was the founding principal and CEO of Independence Charter School West. He currently serves as bilingual vice principal of the newly renamed Gloria Casarez School in Philadelphia.

Se llamaba [Nicolas Elizalde](#).

Last week, several Philly schools began a second start to the academic year. Some got to add one or more teachers to their rosters, based on larger-than-projected student enrollment. For many others, including mine, the dreaded October reshuffling meant losing a teacher or two.

This practice — traditionally [known as “leveling”](#) and now formally called “[enrollment-driven resource review](#)” — has been done by the School District of Philadelphia since I began my education career in this city 14 years ago.

It did not make sense then. It makes much less sense now.

The district continues to treat teachers like widgets. If principals are given a modicum of respect, it's the kind reserved for those who are disliked. This forgets we are the ones taking care of the city's young people. We are the first line of defense to tackle gun violence.

Losing a teacher after the year begins has a rippling and crippling effect across a school community and educators' morale. More importantly, it has a larger effect on student achievement than the public may realize.

When the Gloria Casarez School in Kensington was notified a couple of weeks back that we'd be losing a teacher, we knew our elementary school would be saying goodbye to the ambitious academic targets we had established earlier this semester. Without the guardrails, the goals veered from achievable to unrealistic.

Here's how it played out: Due to the loss of a teaching position, we were forced to collapse a 5th grade classroom, redo the entire schedule for what special classes students get daily, and take away Spanish instruction as we moved the Spanish teacher to fill a vacancy in special education. It also forced us to pull counselors away from counseling to cover vacant spots on the new rotation.

All while each of our three kindergarten classrooms are at maximum capacity of nearly 30 students. We're already doing our best to operate a school with six vacancies, including the [lack of a nurse](#).

This is the first time our school has grown to include 5th grade. Families and students petitioned for it, and we acted on their behalf to make it happen. In this process, we promised families and students we would do right by them so their children would be successful. They trusted us.

But there is a crisis of trust playing out. Overall, our school has 40% [fewer students enrolled](#) than four years ago. The lack of trust is rooted in the historical crisis of funds and crisis of courage to do what is right, instead of what is politically expedient.

To the district and city leaders, I don't know you personally, but I know you historically. And historically, your positions have not always yielded adequate support for Latino and Black children. It is still the case today.

In her book [“Not Paved for Us: Black Educators & Public School Reform in Philadelphia,”](#) Camika Royal provided urgent moral guidance at the onset of this school year “Any educator unwilling to use their position on behalf of those who have been marginalized, oppressed, and dispossessed is not worthy of their position,” Royal wrote. “Any educator more concerned with job security than with the lives of the students, families, and our collective humanity is a self-serving educator.”



Gloria Casarez Elementary Vice Principal Julio C. Nuñez at the ringing of the bell with the school's new name . By district estimates, it would [cost less than 1%](#) of its total budget to abolish the harmful — and frankly, racist — practice of leveling. The money is there. The courage to use it this way, however, we have yet to see.

School administrators like me instead must get creative to problem solve. Sometimes I wonder how much moral hazard that creates for policymakers.

What I know for certain is we come up short, time and again. We point fingers at each other for the gun violence that permeates the city. We are quick to blame those who pull the trigger. Yet we fail to ask, “Why? What was their experience like in school? At what point did we fail them?”

Our education system remains highly efficient at turning young people off of learning. It continues to give them an experience that doesn't add enough value to their lives, that neglects to see them as full human beings, worthy of quality services and learning spaces. The result sometimes does not counteract the value the streets may offer.

If you want to see what the city will look like tomorrow, take a look at what is happening in a kindergarten classroom today, where teachers like ours struggle to give each of their students — [overwhelmingly Black and Latino](#) — the attention they deserve and need.

In this conundrum, we should not only focus on making it difficult for individuals to get guns. We should also prioritize the systems and practices that can discourage them from ever wanting them. The victimizers are often also victims. The least city and district leaders can do is empower educators to be there for them. Eliminating the practice of leveling is a start. Perhaps then our next Nicolas Elizalde will live to see 15.

Connect the dots. Connect the dots. Connect the dots.

Before they were shooters, they were students.

Source: <https://bit.ly/3EREoAS>

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Written testimony, 10/20/22
Dr. Cheri Micheau
Retired ESOL teacher, university teacher educator, ESOL
manager, English Learner advocate, taxpayer

I wanted to comment on several important issues that the Board should consider:

A.I am currently volunteering at a high school that has many English Learners, a number of them newcomers, from Spanish-speaking countries. Last year there was a Spanish-speaking bilingual counseling assistant (BCA) at that school one day a week. This year there is no Spanish-speaking BCA. Apparently to qualify for a once-a-week BCA, schools need 55 students of one language background. In calculating the BCA allocation, there is no consideration of students' language proficiency level, time in the country of the students and their families, or experience and capacity of the school in addressing these students' needs. I understand also that there are many unfilled BCA positions this year, due not in small part to the very low starting salary, \$24,000. There is no question that the SDP budget for BCAs must be increased significantly in order to attract and retain qualified BCAs. This underfunding of BCAs is just one more piece of evidence of the lack of interest by the SDP in English Learners and their families, a concern that I have voiced many times in recent years.

BCAs are essential in every school with ELs, and they perform many important tasks. For example, they are charged with contacting families about students' progress and behavior in school, upcoming special school events such as parents' night or visits by colleges, and important requirements in the school, such as testing or health exams. In addition, they confer with students directly when referred by a

teacher, and they communicate with teachers on individual students' needs and concerns. BCAs are not instructional aides, but they do assist classroom teachers in explaining, in students' native languages, assignments or projects, as requested. Very importantly, they provide teachers with cultural insights on cultural and educational practices in students' home countries that may influence their behaviors in their U.S. classrooms and their and their families' attitudes toward education. The BCA is also able to identify learning challenges or emotional upheaval——by communicating in the student's first language——that interaction in English with teachers might not reveal.

Many of the students at the school where I volunteer come from limited educational backgrounds, some are living on their own, most are working many hours outside of school; too many of these students have suffered significant trauma. They clearly face overwhelming academic, social, psychological and linguistic challenges that impact their success in school. These personal challenges lead to unhelpful behaviors of students: too many are unengaged in their classes, cutting class, leaving school early, and generally just “putting in time” at school. While a BCA cannot solve all of those serious problems, s/he would be able to notify parents about the problems that teachers are observing and to interpret during parent meetings; the BCA will be essential in any school-wide committees or meetings in which students' issues are discussed, including in IEP or disciplinary meetings.

Of course, it should be emphasized that the problems faced by these English Learners ——and English Learners at many Philadelphia schools——should be addressed not only by teachers and BCAs, but also by school administrators, OMCP staff, and network leaders. Much more action is needed to avert

a crisis of drop outs, inadequate preparation for college or career, and lack of safety for these, and all, learners.

B. One issue that affects academic performance and classroom engagement, not only for English Learners, but for almost every student at the school where I volunteer, is the use of cellphones during class. Despite the best efforts of the best teachers, cellphones are everywhere. Students are texting their friends and receiving texts, videotaping themselves, taking and sending selfies, listening to music, making and receiving phone calls, watching videos, among many distracting behaviors. In order to talk to the students, one must ask them to remove their ear buds——so, apparently, they don't hear a word that the teacher says during most of the class.

I am strongly in favor of any effort by the Board to stop cellphone use in schools, including the proposal for the special sealed magnetic pouches for phones.

English Learners make extensive use of their phones for translation, but despite this important use, they are equally distracted by the “fun” aspects of their phone. They could resort to using a traditional dictionary or their laptop for necessary translation, and, frankly, the students are too reliant on their phones to translate, rather than using their developing English to express themselves in their second language. Translation is actually preventing students, in some cases, from practicing English.

I understand from a newspaper article that some schools have already implemented the “no cellphone” policy with success, and I also understand that there might be some ways for students to disable these pouches, but it is really worth trying. I left the classroom before the explosion of cellphones; I can't even imagine trying to compete

with cellphones for students' attention. There are enough challenges that teachers face in helping students learn. Can we please eliminate phones?

Registered Student Speakers - •

Title: Student Speakers List

Board of Education Meeting Date: 10/20/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Student Speakers List

Type

Supporting Document



Registered Student Speakers

1. Eleanor Black, Student - Central
High School
Topic: Facilities Planning Process
2. Sonja Bekken, Student - Central
High School
Topic: Facilities Planning Process

Registered Speakers on General Topics - •

Title: General Speakers List

Board of Education Meeting Date: 10/20/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description

General Speakers List

Type

Supporting Document

**Registered Speakers**

1. Lisa Haver, APPS
Topic: Action Item 22, Laboratory Charter School for Communication and Languages: Authorization to Execute Agreement on One-Year Renewal and Renew Charter for One Year
2. (Mama) Gail Clouden, Community Member
Topic: Community Engagement
3. Horace Clouden, PCAC
Topic: Fair Funding Formula
4. Lynda Rubin, Community Member
Topic: All Schools Should Have Libraries/Librarians
5. Leah Clouden, Community Member
Topic: Education/Student Behavior
6. Scott Peterman, Philadelphia Charters for Excellence
Topic: Board and Charter School Community Relations
7. David Backer, Parent
Topic: Safe Air Campaign
8. Ilene Poses, Community Member
Topic: School Libraries
9. Ashley Harris, Parent
Topic: Bullying
10. Mary Beth Morgan, BSW, Community Member
Topic: Youth Transition Services
11. Diane Payne, Community Member
Topic: Action Item 18, Contract with SDG Security LLC for Alarm and Fire Telecommunications Services
12. Deborah Grill, Community Member
Topic: School Libraries
13. Lynn Landes, Community Member
Topic: Covid-19 Policy

Action Item Questions and Answers - •

Title: Action Item Questions and Answers

Board of Education Meeting Date: 10/20/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Type

10_20_22 Action Item Questions and Answers

Supporting Document



The School District of Philadelphia

Board of Education
Action Item Questions and Responses
October 20, 2022

Action Item Questions	Submitted by:	Response
<p>8). Contracts with community agencies to support students experiencing homelessness (\$3,000,000)</p> <ol style="list-style-type: none"> 1. Will these agencies be providing money for housing or just for support services? 2. Are the children that will have access to this service involved with OSP/DHS? 	Board Member Danzy	<ol style="list-style-type: none"> 1. The agencies will be funded to provide support to students experiencing homelessness. The agencies will not provide housing. 2. The students that will have access to these services qualify under the federal McKinney-Vento regulations to receive education support. It is possible that our homeless students are known to DHS or other city agencies. Our data exchange with DHS identifies and recognizes the children both agencies serve in common.
<p>9). Contract with The City of Philadelphia's Office of Homeless Services (OHS)</p> <ol style="list-style-type: none"> 1. Does the District still have someone in house and is this a different role for this individual? 2. Will this person work out of OHS or SDP? 3. Will the liaison function as just providing linkage of child/family with OHS and identifying needs impacting 	<p>Vice President Egea-Hinton</p> <p>Board Member Danzy</p>	<ol style="list-style-type: none"> 1. The District has a team of staff providing education support to homeless students. This contract will fund a position in the city's homeless services office to improve support coordination with the District. 2. This person will work out of the Office of Homeless Services (OHS). 3. The liaison will help connect students and families to OHS services; identify and resolve the



The School District of Philadelphia

Board of Education Action Item Questions and Responses October 20, 2022

<p>on school attendance/studies or will he/she act as a case manager and/or service provider?</p> <p>4. When there is a student who becomes or is bordering on homelessness minus any family involvement will we refer this to DHS to ensure that we are not providing services that fall on the responsibility of DHS or other city services?</p> <p>5. Who will be responsible for ensuring that the person here works well with SDP?</p>		<p>barriers impacting school attendance and academic achievement; help students at risk of homelessness; develop and implement referral practices; and provide knowledge and leadership for professional development of staff in the District and the city.</p> <p>4. Yes. We coordinate services with DHS. We do not duplicate or supplant resources. The SDP data exchange and services coordination with DHS is ongoing and well defined.</p> <p>5. The SDP Director of Homeless Education services will ensure the person hired to work in the Office of Homeless Services works well with SDP.</p>
<p>12). Authorization to Make Payments to Middle States Association Commissions on Elementary and Secondary Schools - Accreditation (\$85,000)</p> <p>1. Is this a payment we make every year?</p> <p>2. Do we have the cohort for this year identified?</p> <p>3. How do we support schools through this process?</p>	<p>Board Member Danzy</p> <p>Board Member Lam</p>	<p>1. Yes.</p> <p>2. Yes. The schools are as follows:</p> <ul style="list-style-type: none"> ○ Constitution HS * ○ Fels HS ○ Frankford HS ○ Furness HS ○ GAMP ○ Martin Luther King HS ○ Mastbaum HS ○ Motivation HS *



The School District of Philadelphia

Board of Education Action Item Questions and Responses October 20, 2022

		<ul style="list-style-type: none"> ○ Overbrook HS ○ Parkway North West* ○ Philadelphia Military Academy* ○ Science Leadership Academy* ○ High School of the Future* ○ South Philadelphia HS <p>(*new/current candidate for accreditation)</p> <p>3. Schools are provided in-person/virtual school support for self-study writing; in-person/virtual school support for developing the Plan for Growth & Improvement; and professional development sessions. Additionally, the Office of Academic Supports (OAS) helps schools prepare for the accreditation visit by reviewing and providing feedback on the school's self study and by gathering and organizing evidence documents that support the school's application.</p>
Intermediate Unit Questions	Submitted by:	Response



The School District of Philadelphia

Board of Education Action Item Questions and Responses October 20, 2022

<p>1). Contract with n2y LLC for The Unique Learning System Digital Curriculum to Support Life Skills and Multiple Disabilities Support Programs (\$260,000)</p> <p>1. Who selects vendors for the IU?</p>	<p>Vice President Egea-Hinton</p>	<p>1. Vendors are selected through a competitive RFP process. During the school years 20-21 and 21-22, PDE's Bureau of Special Education (BSE) purchased the Unique Learning System (ULS) curriculum from n2y LLC for every IU and school district in Pennsylvania. Based on positive results and student outcomes over the past two school years, the District is seeking to continue the use of ULS.</p>
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Action Item - 1.

Title: Amendment to Adoption of Board of Education Public Meeting Schedule 2022

Board of Education Meeting Date: 10/20/2022

The Board of Education hereby amends its public business meeting schedule for the 2022 calendar year, adopted December 9, 2021, to reflect the following additions and changes:

Public Action Meeting Schedule

- December 8, 2022 - Action Meeting and Board Organization - CANCELLED
- December 15, 2022 - Action Meeting and Board Organization (Rescheduled date)

Office Originating Request: Board of Education

Action Item - 2.

Title: Approval of Personnel Hires (Updated 10.13.2022)

Board of Education Meeting Date: 10/20/2022

Action under consideration

RESOLVED, that the Board of Education hereby ratifies the appointment of the following persons to the positions, on the effective dates through September 30, 2022 and at the salaries respectively noted, as recommended by the Superintendent, provided that: (a) continued employment of persons appointed to positions funded by categorical grants is contingent upon the availability of grant funds; and (b) persons appointed to positions funded by operating funds, shall report to either the Superintendent or his/her designees, and shall serve at the pleasure of the Board of Education.

Office Originating Request: Talent

ATTACHMENTS:

Description

Item No. 2 - Personnel Hires

Type

Supporting Document

RESOLVED, that the Board of Education hereby ratifies the appointment of the following persons to the positions, on the effective dates through **September 30, 2022** and at the salaries respectively noted, as recommended by the Superintendent, provided that: (a) continued employment of persons appointed to positions funded by categorical grants is contingent upon the availability of grant funds; and (b) persons appointed to positions funded by operating funds, shall report to either the Superintendent or his/her designees, and shall serve at the pleasure of the Board of Education.

THE FOLLOWING EMPLOYEES HAVE BEEN HIRED

BLAKE, CHELSEA JOAN	TEACHER,FULL TIME	OLNEY ELEMENTARY SCHOOL	08/24/22	\$62,396.00 ANNUAL SALARY
CASTRO, LUCY W	TEACHER,FULL TIME	STETSON, JOHN B. MIDDLE SCHOOL	08/31/22	\$51,539.00 ANNUAL SALARY
HARRIS, LAUREN ANGELICA	TEACHER ASST,PKHS	UNIVERSAL-VARE HEAD START	09/12/22	\$22,790.00 ANNUAL SALARY
HUGHES-LAMPROS, KATHERINE LOUISA	TEACHER,SPEC EDUCATION	OFFICE OF SPECIALIZED SERVICES	08/29/22	\$63,781.00 ANNUAL SALARY
SOLIS, KENNY	TEACHER,FULL TIME	STETSON, JOHN B. MIDDLE SCHOOL	09/02/22	\$50,065.00 ANNUAL SALARY
ALFRED, GRETТА	TALENT SPECIALIST	RECRUITMENT & STAFFING	09/06/22	\$61,000.00 ANNUAL SALARY
BEILMAN, NANCY	PROFESSIONAL LRNING SPECIALIST	CHIEF ACADEMIC OFFICE	09/27/22	\$90,765.00 ANNUAL SALARY
BELLEVUE, GREGORY D	AUDITOR II	AUDITING SERVICES	09/27/22	\$65,432.00 ANNUAL SALARY
BRAXTON, MONIQUE CHARISSE	DEPUTY CHIEF,COMMUNICATIONS	OFFICE OF COMMUNICATIONS	09/12/22	\$155,000.00 ANNUAL SALARY
DEWEY, ISOBEL	EVALUATION LRNING SPECIALIST	TALENT ADMINISTRATION	09/19/22	\$98,000.00 ANNUAL SALARY
HARRIS, MICHELLE R	LEAVE ADMIN SPECIALIST	EMPLOYEE HEALTH SUPPORT	09/27/22	\$66,500.00 ANNUAL SALARY
HOLMES, ALEXIS	PARALEGAL II	OFFICE OF GENERAL COUNSEL	09/06/22	\$55,000.00 ANNUAL SALARY
LAJARA ROSADO, BIANCA	PRG CD, MULTIPLE OFFICES	OFFICE OF THE CHIEF OF SCHOOLS	09/06/22	\$65,000.00 ANNUAL SALARY
MASON, FELICIA ELISE	ASST GENERAL COUNSEL	OFFICE OF GENERAL COUNSEL	09/20/22	\$91,500.00 ANNUAL SALARY
MUNN, ANDREW	DATA ANALYST	RESEARCH & EVALUATION	09/06/22	\$55,987.00 ANNUAL SALARY
OLANIYAN, MOTUNRAYO ABIODUN	SENIOR RESEARCH ASSOCIATE	RESEARCH & EVALUATION	09/06/22	\$87,000.00 ANNUAL SALARY
OSBORNE, COLLEEN MCINTYRE	INVESTIGATIVE OFFICER	EMPLOYEE RELATIONS	09/12/22	\$99,000.00 ANNUAL SALARY

Personnel Hires
October 20, 2022
Page 2 of 9

PENN, LILLIAN	CLIMATE AND CULTURE COACH	CLIMATE & SAFETY	09/27/22	\$68,927.00 ANNUAL SALARY
RIESE, JULIE	STEP CLINICAL COORDINATOR	PREVENTION & INTERVENTION	09/12/22	\$69,880.00 ANNUAL SALARY
SANTANA, EDWIN ROBERTO	DIR, PUBLIC AND GOVERNMENT RELT	CHIEF EXECUTIVE OFFICE	09/27/22	\$95,000.00 ANNUAL SALARY
SHUBERT, JOY	PROJECT ASSISTANT	OFFICE STUDENT RIGHTS & RESP	09/12/22	\$49,000.00 ANNUAL SALARY
WEBSTER-JONES, CHEREE	PRG CD, MULTIPLE OFFICES	FAMILY & COMMUNITY ENGAGEMENT	09/12/22	\$56,926.00 ANNUAL SALARY
ACEVEDO, TAMARA	SPECIAL EDUCATION ASSISTANT	VARE-WASHINGTON ELEMENTARY	09/09/22	\$22,790.00 ANNUAL SALARY
AHMADI, FATIMA	SPECIAL EDUCATION ASSISTANT	STANTON, EDWIN M. SCHOOL	09/12/22	\$22,790.00 ANNUAL SALARY
AKINS CARTER, RINNY	SPECIAL EDUCATION ASSISTANT	HOWE, JULIA WARD SCHOOL	09/08/22	\$22,790.00 ANNUAL SALARY
BOLLING, MICHELLE BERNADETTE	SPECIAL EDUCATION ASSISTANT	FELL, D. NEWLIN SCHOOL	09/19/22	\$22,790.00 ANNUAL SALARY
BRIGHT, KYISHA	SPECIAL EDUCATION ASSISTANT	EMLN, ELEANOR C. SCHOOL	09/19/22	\$22,790.00 ANNUAL SALARY
CLARK-SMITH, INDIYAH	SPECIAL EDUCATION ASSISTANT	HARRINGTON, AVERY D. SCHOOL	09/12/22	\$22,790.00 ANNUAL SALARY
COLEMAN, ROBERT LEE	SPECIAL EDUCATION ASSISTANT	LEA, HENRY C.	09/07/22	\$22,790.00 ANNUAL SALARY
DANIELS, DYNITA	SPECIAL EDUCATION ASSISTANT	WRIGHT, RICHARD R. SCHOOL	09/06/22	\$22,790.00 ANNUAL SALARY
DAWSON, MELANIE	TEACHER ASST,PKHS	SHARSWOOD HEAD START	08/16/22	\$22,790.00 ANNUAL SALARY
GRAHAM, ASIA	SPECIAL EDUCATION ASSISTANT	FELL, D. NEWLIN SCHOOL	09/13/22	\$22,790.00 ANNUAL SALARY
HILL, DANA CHAVELLE	SPECIAL EDUCATION ASSISTANT	STANTON, EDWIN M. SCHOOL	09/12/22	\$34,079.00 ANNUAL SALARY
HOLLOMON, BRANDON	SPECIAL EDUCATION ASSISTANT	HOWE, JULIA WARD SCHOOL	09/12/22	\$22,790.00 ANNUAL SALARY
HOLMES-ADAMS, BASIA	SPECIAL EDUCATION ASSISTANT	KELLY, JOHN B. SCHOOL	09/19/22	\$22,790.00 ANNUAL SALARY
HUMENIK, KRISTENA	SPECIAL EDUCATION ASSISTANT	RICHMOND SCHOOL	09/19/22	\$22,790.00 ANNUAL SALARY
JOHNSON, MAVERICK	SPECIAL EDUCATION ASSISTANT	SCIENCE LDSHP ACADEMY @ BEEBER	09/07/22	\$22,790.00 ANNUAL SALARY
LASIER, MARINDIA PADILHA	SPECIAL EDUCATION ASSISTANT	DEBURGOS, J. ELEMENTARY	09/19/22	\$22,790.00 ANNUAL SALARY
MESSINA, MARGAUX MARIE	SPECIAL EDUCATION ASSISTANT	SHARSWOOD, GEORGE SCHOOL	09/12/22	\$22,790.00 ANNUAL SALARY
MITCHELL, TONDALEI	SPECIAL EDUCATION ASSISTANT	GREENFIELD, ALBERT M. SCHOOL	09/12/22	\$22,790.00 ANNUAL SALARY
MURRAY, MARQUIS	SPECIAL EDUCATION ASSISTANT	WASHINGTON, GEORGE HIGH SCHOOL	09/12/22	\$22,790.00 ANNUAL SALARY

MYERS, NICOLE SHARIA	SPECIAL EDUCATION ASSISTANT	OLNEY HIGH SCHOOL	09/09/22	\$34,079.00 ANNUAL SALARY
PHILIP, CIERRA A	SPECIAL EDUCATION ASSISTANT	FRANKLIN LEARNING CENTER	09/06/22	\$22,790.00 ANNUAL SALARY
PINDLE, TIANA	SPECIAL EDUCATION ASSISTANT	PHILADELPHIA MILITARY ACADEMY	09/12/22	\$22,790.00 ANNUAL SALARY
RAUB, THERESA LAVIN	TEACHER,FULL TIME	SOUTH PHILADELPHIA HIGH SCHOOL	09/08/22	\$62,396.00 ANNUAL SALARY
SIMPSON, AYANA	SPECIAL EDUCATION ASSISTANT	DEBURGOS, J. ELEMENTARY	09/19/22	\$22,790.00 ANNUAL SALARY
SLAUGHTER, DANIELLE EBONY	SPECIAL EDUCATION ASSISTANT	SHAWMONT SCHOOL	09/06/22	\$34,079.00 ANNUAL SALARY
SOWELL, RYAN L	STUDENT CLIMATE STAFF,5 HOURS	LOWELL, JAMES R. SCHOOL	09/19/22	\$15,900.00 ANNUAL SALARY
TURSUNOVA, IRODA	SPECIAL EDUCATION ASSISTANT	LOESCHE, WILLIAM H. SCHOOL	09/19/22	\$22,790.00 ANNUAL SALARY
VIERA, MARIA	SPECIAL EDUCATION ASSISTANT	FOX CHASE SCHOOL	09/13/22	\$22,790.00 ANNUAL SALARY
WILLIAMS, TIMOTHY	SPECIAL EDUCATION ASSISTANT	OLNEY HIGH SCHOOL	09/12/22	\$34,079.00 ANNUAL SALARY
WILLIS, JOVIANN	SPECIAL EDUCATION ASSISTANT	OLNEY HIGH SCHOOL	09/15/22	\$22,790.00 ANNUAL SALARY
YUEN, CARMEN	SPECIAL EDUCATION ASSISTANT	BALDI MIDDLE SCHOOL	09/19/22	\$22,790.00 ANNUAL SALARY
CHEN, XIAO WEN	TEACHER,FULL TIME	GIRARD ACADEMIC MUSIC PROGRAM	09/19/22	\$58,810.00 ANNUAL SALARY
OWENS, DESTINY CARLIESE	SPECIAL EDUCATION ASSISTANT	BETHUNE, MARY MCLEOD SCHOOL	10/18/21	\$22,073.00 ANNUAL SALARY
MILLS, REUBEN	ASST PRINCIPAL	WEST PHILADELPHIA HIGH SCHOOL	08/16/22	\$112,636.00 ANNUAL SALARY
ALLEN, BRANDON	TEACHER,FULL TIME	BRYANT, WILLIAM C. SCHOOL	09/21/22	\$50,065.00 ANNUAL SALARY
ASBURY, COURTNEY	TEACHER,FULL TIME	COMEGYS, BENJAMIN B. SCHOOL	08/29/22	\$71,876.00 ANNUAL SALARY
BALL, CELESTINE L	TEACHER,FULL TIME	EDMONDS, FRANKLIN S. SCHOOL	09/07/22	\$50,065.00 ANNUAL SALARY
BONNER, HALEY	SCHOOL COUNSELOR, 10 MONTHS	KENSINGTON HEALTH SCIENCES	08/24/22	\$54,763.00 ANNUAL SALARY
BONNER, HALEY	SCHOOL COUNSELOR, 10 MONTHS	KENSINGTON HEALTH SCIENCES	08/16/22	\$54,763.00 ANNUAL SALARY
BROWN, ALLISON BETH	TEACHER,FULL TIME	CASTOR GARDENS MIDDLE SCHOOL	09/08/22	\$74,823.00 ANNUAL SALARY
BROWN, AMIRAH TYLYN	TEACHER,FULL TIME	HESTON, EDWARD SCHOOL	09/08/22	\$50,065.00 ANNUAL SALARY
BROWN, MARK	TEACHER,FULL TIME	MASTBAUM, JULES E. HIGH SCHOOL	08/31/22	\$63,412.00 ANNUAL SALARY
BRUTON, JULIA	TEACHER,FULL TIME	STEARNE, ALLEN M. SCHOOL	08/16/22	\$56,416.00 ANNUAL SALARY

Personnel Hires
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CAMERON, PEARL	SCHOOL COUNSELOR, 10 MONTHS	WASHINGTON, GEORGE HIGH SCHOOL	09/01/22	\$87,844.00 ANNUAL SALARY
CAPECE, TAYLOR JOY	TEACHER,FULL TIME	CASTOR GARDENS MIDDLE SCHOOL	09/13/22	\$50,065.00 ANNUAL SALARY
CARRINGTON, KHADIJAH	TEACHER,FULL TIME	PENROSE SCHOOL	09/07/22	\$50,065.00 ANNUAL SALARY
CONSTANCE, RICHARD	TEACHER,FULL TIME	MASTBAUM, JULES E. HIGH SCHOOL	09/01/22	\$73,357.00 ANNUAL SALARY
DANIELS, NAKIA	TEACHER,SPEC EDUCATION	LAMBERTON,ROBERT E. ELEMENTARY	09/19/22	\$71,742.00 ANNUAL SALARY
DAVIS-BOONE, SHAQUWAN	TEACHER,FULL TIME	RHODES ELEMENTARY SCHOOL	09/13/22	\$50,065.00 ANNUAL SALARY
DONNELLY, CAMERON	TEACHER,FULL TIME	MCCALL, GEN. GEORGE A. SCHOOL	09/01/22	\$51,539.00 ANNUAL SALARY
DUBOW, ARI	TEACHER,FULL TIME	FELTONVILLE ARTS & SCIENCES	09/14/22	\$50,065.00 ANNUAL SALARY
DUNBAR, SABRINA ALBERTA	TEACHER,FULL TIME	STETSON, JOHN B. MIDDLE SCHOOL	08/31/22	\$69,392.00 ANNUAL SALARY
ENDRES, ALEXANDRA	TEACHER,FULL TIME	WARING, LAURA W. SCHOOL	09/19/22	\$51,539.00 ANNUAL SALARY
FELECCIA, AMELIA	TEACHER,SPEC EDUCATION	FELTONVILLE INTERMEDIATE	09/13/22	\$50,986.00 ANNUAL SALARY
FINKELSTEIN, ZOE	TEACHER,FULL TIME	WELSH, JOHN SCHOOL	08/16/22	\$51,539.00 ANNUAL SALARY
FITZGERALD, DALANEY	TEACHER,FULL TIME	MORRIS, ROBERT SCHOOL	09/21/22	\$50,065.00 ANNUAL SALARY
FORD, DAVID JOSHUA	TEACHER,FULL TIME	STEARNE, ALLEN M. SCHOOL	09/07/22	\$60,004.00 ANNUAL SALARY
FORLENZA-BAILEY, HARRY	TEACHER,FULL TIME	BETHUNE, MARY MCLEOD SCHOOL	09/19/22	\$51,539.00 ANNUAL SALARY
GOLDMAN, KERRY	TEACHER,FULL TIME	MCKINLEY, WILLIAM SCHOOL	08/16/22	\$65,708.00 ANNUAL SALARY
GONZALEZ, DANI ROSE	TEACHER,FULL TIME	SHEPPARD, ISAAC A. SCHOOL	08/31/22	\$50,065.00 ANNUAL SALARY
GONZALEZ-HERNANDEZ, MIRAI DA MARIE	TEACHER,FULL TIME	BETHUNE, MARY MCLEOD SCHOOL	09/16/22	\$60,004.00 ANNUAL SALARY
GRICE, JADA ALYSSA	TEACHER,SPEC EDUCATION	OLNEY HIGH SCHOOL	08/27/22	\$55,403.00 ANNUAL SALARY
GROVER, OLIVIA	TEACHER,SPEC EDUCATION	LOESCHE, WILLIAM H. SCHOOL	09/30/22	\$55,681.00 ANNUAL SALARY
HANNIBAL, NAKIA NICOLE	TEACHER,FULL TIME	DUCKREY, TANNER SCHOOL	09/27/22	\$50,065.00 ANNUAL SALARY
HASNAIN, ASMA	TEACHER,SPEC EDUCATION	EDISON, THOMAS A. HIGH SCHOOL	09/20/22	\$50,986.00 ANNUAL SALARY
HOFFER, JENNIFER LYNN	TEACHER,FULL TIME	HESTON, EDWARD SCHOOL	08/30/22	\$81,074.00 ANNUAL SALARY
HUMPHREY, IFETAYO	TEACHER,FULL TIME	HESTON, EDWARD SCHOOL	09/29/22	\$50,065.00 ANNUAL SALARY

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INACKER, TIFFANY	TEACHER,SPEC EDUCATION	STETSON, JOHN B. MIDDLE SCHOOL	08/16/22	\$57,794.00 ANNUAL SALARY
JACOB, ANNIE	TEACHER,FULL TIME	MAYFAIR SCHOOL	09/13/22	\$65,708.00 ANNUAL SALARY
JIMENEZ, NOEMI	TEACHER,FULL TIME	BLANKENBURG, RUDOLPH SCHOOL	08/16/22	\$50,065.00 ANNUAL SALARY
JOHNSON, DARREN JAMES	TEACHER,FULL TIME	FINLETTER, THOMAS K. SCHOOL	09/16/22	\$66,725.00 ANNUAL SALARY
JONES, ELISA	TEACHER,FULL TIME	KELLEY, WILLIAM D. SCHOOL	09/19/22	\$50,065.00 ANNUAL SALARY
KAMISON, MICHAEL METROKAS	TEACHER,DEMONSTRATION	MASTERMAN,JULIA R. HIGH SCHOOL	08/31/22	\$52,919.00 ANNUAL SALARY
KEIRSEY, BRIANA	TEACHER,FULL TIME	HESTON, EDWARD SCHOOL	08/31/22	\$51,539.00 ANNUAL SALARY
KENSEY, JACKLYN TRUDY	TEACHER,SPEC EDUCATION	NORTHEAST COMMUNITY PROPEL ACD	09/07/22	\$52,459.00 ANNUAL SALARY
KERRIN, MELANIE	TEACHER,FULL TIME	STEEL, EDWARD T. SCHOOL	08/16/22	\$50,065.00 ANNUAL SALARY
KISZIVATH, LIZA	TEACHER,FULL TIME	HARTRANFT, JOHN F. SCHOOL	09/27/22	\$81,074.00 ANNUAL SALARY
KOMOROSKI, ALYSSA	TEACHER,SPEC EDUCATION	STETSON, JOHN B. MIDDLE SCHOOL	08/16/22	\$50,986.00 ANNUAL SALARY
KUIPERS, AMANDA RAYE	TEACHER,FULL TIME	FINLETTER, THOMAS K. SCHOOL	09/08/22	\$51,539.00 ANNUAL SALARY
LEBER-FENNESSY, SEAN LEONARD	TEACHER,FULL TIME	OLNEY HIGH SCHOOL	08/30/22	\$63,412.00 ANNUAL SALARY
LEE, PEI-FANG	TEACHER,FULL TIME	GIRLS, PHILA HIGH SCHOOL FOR	09/12/22	\$51,539.00 ANNUAL SALARY
LEY, MADELINE LOUISE	TEACHER,SPEC EDUCATION	CHILDS, GEORGE W. SCHOOL	08/31/22	\$50,986.00 ANNUAL SALARY
LINSKY, SAGE	TEACHER,FULL TIME	FOX CHASE SCHOOL	09/27/22	\$50,065.00 ANNUAL SALARY
MANIGAULT, ELMYRA	TEACHER,FULL TIME	SOUTH PHILADELPHIA HIGH SCHOOL	09/12/22	\$50,065.00 ANNUAL SALARY
MASON-SPRUILL, TARYN N	TEACHER,FULL TIME	HARDING, WARREN G. MIDDLE SCH	09/26/22	\$50,065.00 ANNUAL SALARY
MASSAD, RACHEL	TEACHER,SPEC EDUCATION	SULLIVAN, JAMES J. SCHOOL	09/12/22	\$84,394.00 ANNUAL SALARY
MAYS, APRIL	TEACHER,FULL TIME	HARTRANFT, JOHN F. SCHOOL	09/30/22	\$51,539.00 ANNUAL SALARY
MCCLINTOCK, JONATHAN	TEACHER,FULL TIME	WEST PHILADELPHIA HIGH SCHOOL	09/02/22	\$87,844.00 ANNUAL SALARY
MCWILLIAMS, CARLIE	TEACHER,SPEC EDUCATION	LONGSTRETH, WILLIAM C. SCHOOL	08/31/22	\$50,986.00 ANNUAL SALARY
MONTS, JACQUELINE	TEACHER,FULL TIME	STETSON, JOHN B. MIDDLE SCHOOL	09/02/22	\$50,065.00 ANNUAL SALARY
NOTTAGE, LINDA	TEACHER,SPEC EDUCATION	ANDERSON, ADD B. SCHOOL	09/19/22	\$50,986.00 ANNUAL SALARY

OSBORNE, JAEDEN	TEACHER,FULL TIME	BRYANT, WILLIAM C. SCHOOL	09/14/22	\$50,065.00 ANNUAL SALARY
PASCAL, DAVID BLAKE	TEACHER,FULL TIME	FRANKFORD HIGH SCHOOL	09/19/22	\$50,065.00 ANNUAL SALARY
PAZDA, LEAH	TEACHER,SPEC EDUCATION	KIRKBRIDE, ELIZA B. SCHOOL	08/31/22	\$50,986.00 ANNUAL SALARY
RAMIREZ-VELAZCO, JAQUELINE	TEACHER,FULL TIME	OLNEY HIGH SCHOOL	09/01/22	\$50,065.00 ANNUAL SALARY
RICCHEZZA, MARGARET ELIZABETH	TEACHER,FULL TIME	MYA-MIDDLE YEARS ALTERNATIVE	09/27/22	\$50,065.00 ANNUAL SALARY
RIDDICK, MONAQUE T	BEHAVIORAL HEALTH COUNSELOR	OLNEY HIGH SCHOOL	08/31/22	\$54,763.00 ANNUAL SALARY
RIVAS, SORANGEL Y	TEACHER,FULL TIME	OLNEY HIGH SCHOOL	09/16/22	\$50,065.00 ANNUAL SALARY
RIVERA, AMANDA CRYSTAL	TEACHER,FULL TIME	CRAMP, WILLIAM SCHOOL	09/07/22	\$51,539.00 ANNUAL SALARY
ROBINSON, ROSLYN C	TEACHER,FULL TIME	CARNELL, LAURA H. SCHOOL	09/14/22	\$71,876.00 ANNUAL SALARY
ROSA-RODRIGUEZ, CARMEN BELEN	TEACHER,FULL TIME	SOUTHWARK SCHOOL	09/19/22	\$50,065.00 ANNUAL SALARY
RUNNELS, SARAH	TEACHER,FULL TIME	MOORE, J. HAMPTON SCHOOL	09/08/22	\$73,357.00 ANNUAL SALARY
SANCHEZ, STEPHANIE S	TEACHER,FULL TIME	FELTONVILLE ARTS & SCIENCES	09/12/22	\$50,065.00 ANNUAL SALARY
SHELLEY, JOY A	SCHOOL COUNSELOR, 10 MONTHS	ELLWOOD SCHOOL	09/20/22	\$54,763.00 ANNUAL SALARY
STEELE, BENJAMIN R	TEACHER,FULL TIME	ANDERSON, ADD B. SCHOOL	08/16/22	\$70,690.00 ANNUAL SALARY
STROLLO, MATTHEW J	TEACHER,FULL TIME	FRANKFORD HIGH SCHOOL	09/19/22	\$50,065.00 ANNUAL SALARY
SULAT, ZACHARY	TEACHER,FULL TIME	OLNEY HIGH SCHOOL	08/31/22	\$66,448.00 ANNUAL SALARY
SUTTERFIELD, JULIA	TEACHER,FULL TIME	FRANK, ANNE SCHOOL	08/31/22	\$50,065.00 ANNUAL SALARY
SZABO, LINDSAY ANN	TEACHER,FULL TIME	HARRINGTON, AVERY D. SCHOOL	08/31/22	\$69,392.00 ANNUAL SALARY
TABACHNICK, JILL	TEACHER,FULL TIME	KENSINGTON HIGH SCHOOL	09/27/22	\$80,067.00 ANNUAL SALARY
TALUKDER, PARIMAL	TEACHER,FULL TIME	CLEMENTE, ROBERTO MIDDLE SCHL	08/30/22	\$50,065.00 ANNUAL SALARY
TARSA, ANDREW	TEACHER,SPEC EDUCATION	MOTIVATION HIGH SCHOOL	09/02/22	\$50,986.00 ANNUAL SALARY
TOLSON, AUGUSTUS G	TEACHER,FULL TIME	EDISON, THOMAS A. HIGH SCHOOL	09/12/22	\$50,065.00 ANNUAL SALARY
TSAFOS, GREGORY	TEACHER, FULL TIME	MUSIC, INSTRUMENTAL	09/19/22	\$50,065.00 ANNUAL SALARY
UNDERWOOD, PATRICIA	TEACHER,FULL TIME	STEARNE, ALLEN M. SCHOOL	09/27/22	\$69,392.00 ANNUAL SALARY

UREY, SHIATA	TEACHER,FULL TIME	BRYANT, WILLIAM C. SCHOOL	08/31/22	\$58,810.00 ANNUAL SALARY
VICIOSO, KATHIE	SCHOOL COUNSELOR, 10 MONTHS	STEARNE, ALLEN M. SCHOOL	09/14/22	\$74,823.00 ANNUAL SALARY
WALKER, CANDACE M	TEACHER,FULL TIME	ZIEGLER, WILLIAM H. SCHOOL	08/30/22	\$50,065.00 ANNUAL SALARY
WAY, JACQUELINE MICHELLE	TEACHER,FULL TIME	MOFFET, JOHN SCHOOL	09/21/22	\$50,065.00 ANNUAL SALARY
WEBB, ROBERT	TEACHER,FULL TIME	RHODES ELEMENTARY SCHOOL	09/27/22	\$84,394.00 ANNUAL SALARY
WILECZEK, ALICIA RITA	TEACHER,SPEC EDUCATION	RHOADS, JAMES SCHOOL	09/19/22	\$63,781.00 ANNUAL SALARY
WILLIAMS, ALLAN HENRY	TEACHER,FULL TIME	MASTBAUM, JULES E. HIGH SCHOOL	09/28/22	\$73,357.00 ANNUAL SALARY
WOODS, MARISSA LYNN	TEACHER,SPEC EDUCATION	GIRARD, STEPHEN SCHOOL	08/31/22	\$50,986.00 ANNUAL SALARY
YOUNG, JERMAINE T	TEACHER,FULL TIME	COMEGYS, BENJAMIN B. SCHOOL	09/14/22	\$50,065.00 ANNUAL SALARY
DELGADO, BRITTANY	TEACHER,SPEC EDUCATION	GIRARD ACADEMIC MUSIC PROGRAM	09/02/22	\$70,223.00 ANNUAL SALARY
FISHER, PATRICK	TEACHER,FULL TIME	WEBSTER, JOHN H. SCHOOL	09/06/22	\$50,065.00 ANNUAL SALARY
JAMES, LYNETTE	TEACHER,FULL TIME	PHILA JUV JUSTICE SVCS CTR	09/02/22	\$70,690.00 ANNUAL SALARY
KIDD, BLAIR E	TEACHER,FULL TIME	OVERBROOK EDUCATIONAL CENTER	09/06/22	\$50,065.00 ANNUAL SALARY
MARTINEZ, SIDNEY	TEACHER,SPEC EDUCATION	CASTOR GARDENS MIDDLE SCHOOL	09/02/22	\$50,986.00 ANNUAL SALARY
SIMBO-BOCKARIE, ADA	TEACHER,FULL TIME	CASTOR GARDENS MIDDLE SCHOOL	09/02/22	\$51,539.00 ANNUAL SALARY
ZACK LOPEZ, MARJORIE S	TEACHER,FULL TIME	RHOADS, JAMES SCHOOL	09/01/22	\$62,953.00 ANNUAL SALARY
BASIEGE, LIARA	SUPPORTIVE SERVICES ASST, 3 HR	JENKS ACADEMY ARTS & SCIENCES	09/21/22	\$9,777.00 ANNUAL SALARY
BROWN, ANTOINE	SUPPORTIVE SERVICES ASST, 4 HR	LONGSTRETH, WILLIAM C. SCHOOL	09/15/22	\$13,036.00 ANNUAL SALARY
CHASE, ROBIN	STUDENT CLIMATE STAFF,5 HOURS	HIGH SCHOOL OF THE FUTURE	09/21/22	\$14,787.00 ANNUAL SALARY
DONOFRIO, JUSTIN M	STUDENT CLIMATE STAFF,3 HOURS	KELLY, JOHN B. SCHOOL	09/19/22	\$8,872.00 ANNUAL SALARY
EDENS, GERALDINE T	STUDENT CLIMATE STAFF,4 HOURS	LOGAN, JAMES SCHOOL	09/06/22	\$12,720.00 ANNUAL SALARY
HERBERT, DAVAUN	STUDENT CLIMATE STAFF,6 HOURS	LINCOLN, ABRAHAM HIGH SCHOOL	09/21/22	\$17,744.00 ANNUAL SALARY
MIDDLETON, JOSHUA S	SUPPORTIVE SERVICES ASST, 3 HR	LONGSTRETH, WILLIAM C. SCHOOL	09/15/22	\$9,777.00 ANNUAL SALARY
MYERS, DIANA LEANORA	STUDENT CLIMATE STAFF,6 HOURS	ELLWOOD SCHOOL	08/22/22	\$18,531.00 ANNUAL SALARY

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SHEPHERD, DVIDA	SUPPORTIVE SERVICES ASST, 3 HR	ROWEN, WILLIAM SCHOOL	09/19/22	\$9,777.00 ANNUAL SALARY
UPCHURCH, LINDA	SUPPORTIVE SERVICES ASST, 3 HR	HARTRANFT, JOHN F. SCHOOL	09/19/22	\$10,130.00 ANNUAL SALARY
BEY, ATALLAH Y	STUDENT CLIMATE STAFF,3 HOURS	RHOADS, JAMES SCHOOL	09/19/22	\$9,540.00 ANNUAL SALARY
GARVIN, TIEFAH A	SUPPORTIVE SERVICES ASST, 4 HR	RHOADS, JAMES SCHOOL	09/19/22	\$13,036.00 ANNUAL SALARY
HERNANDEZ, ERICA	STUDENT CLIMATE STAFF,3 HOURS	RHOADS, JAMES SCHOOL	09/19/22	\$9,540.00 ANNUAL SALARY
TREADWELL, SIMONE	STUDENT CLIMATE STAFF,3 HOURS	RHOADS, JAMES SCHOOL	09/19/22	\$9,540.00 ANNUAL SALARY
WALKER-COOK, DAVID T	SUPPORTIVE SERVICES ASST, 4 HR	RHOADS, JAMES SCHOOL	09/19/22	\$13,036.00 ANNUAL SALARY
WEAVER, TYLIA	SUPPORTIVE SERVICES ASST, 4 HR	RHOADS, JAMES SCHOOL	09/19/22	\$13,036.00 ANNUAL SALARY
BABORAM, NIKETA	SPECIAL EDUCATION ASSISTANT	OLNEY HIGH SCHOOL	08/23/22	\$28,318.00 ANNUAL SALARY
BOUCHAMI, SARA	COUNSELING ASST,BILINGUAL	GREENBERG, JOSEPH SCHOOL	09/06/22	\$24,939.00 ANNUAL SALARY
CRIPPS-CASPAR, SARAH ASHLEY	SECRETARY I	SAUL, WALTER B. HIGH SCHOOL	09/01/22	\$25,583.00 ANNUAL SALARY
DAVIDSON, MIRIAM	COUNSELING ASST,BILINGUAL	POLLOCK, ROBERT B. SCHOOL	09/06/22	\$24,939.00 ANNUAL SALARY
ESPINOZA-KOERNER, YULIXA	SPECIAL EDUCATION ASSISTANT	OLNEY HIGH SCHOOL	08/23/22	\$34,079.00 ANNUAL SALARY
FILKOVA, SVETLANA	COUNSELING ASST,BILINGUAL	NORTHEAST HIGH SCHOOL	09/06/22	\$24,939.00 ANNUAL SALARY
GERALI, FRANCESCO	COUNSELING ASST,BILINGUAL	OLNEY HIGH SCHOOL	09/05/22	\$24,939.00 ANNUAL SALARY
JACOME, HAELY	COUNSELING ASST,BILINGUAL	FRANKFORD HIGH SCHOOL	09/01/22	\$24,939.00 ANNUAL SALARY
KUZAN, NICOLE	INTERP, DEAF/HARD OF HEARING	NORTHEAST HIGH SCHOOL	09/21/22	\$50,342.00 ANNUAL SALARY
LIAN, ZAM THAN	COUNSELING ASST,BILINGUAL	FURNESS, HORACE HIGH SCHOOL	09/19/22	\$24,939.00 ANNUAL SALARY
REYNOSO, ESCARLET	COUNSELING ASST,BILINGUAL	DEBUGOS, J. ELEMENTARY	09/28/22	\$24,939.00 ANNUAL SALARY
RIVERA, RAIMUNDO	COMMUNITY RELATION LIAISON,FT	STETSON, JOHN B. MIDDLE SCHOOL	08/16/22	\$43,531.00 ANNUAL SALARY
SEVERINO, WHITNEY	COUNSELING ASST,BILINGUAL	FRANKFORD HIGH SCHOOL	09/12/22	\$24,939.00 ANNUAL SALARY
SMITH, BRIA ONYAI	SECRETARY I	SHAWMONT SCHOOL	08/31/22	\$25,583.00 ANNUAL SALARY
VEGA, VANESSA	SECRETARY I	BETHUNE, MARY MCLEOD SCHOOL	09/14/22	\$25,583.00 ANNUAL SALARY
ASLLANAJ, DORIAN	SPECIAL EDUCATION ASSISTANT	NEBINGER, GEORGE W. SCHOOL	09/27/22	\$22,790.00 ANNUAL SALARY

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BRANNAN, KIM	SUPPORTIVE SERVICES ASST, 4 HR	KIRKBRIDE, ELIZA B. SCHOOL	08/30/22	\$13,507.00 ANNUAL SALARY
BROWN, KARIMA	SPECIAL EDUCATION ASSISTANT	WASHINGTON, MARTHA SCHOOL	09/27/22	\$22,790.00 ANNUAL SALARY
ESPINOSA, SALEENA	SPECIAL EDUCATION ASSISTANT	JUNIATA PARK ACADEMY	09/20/22	\$22,790.00 ANNUAL SALARY
EUSTACE, MYA	SPECIAL EDUCATION ASSISTANT	SOUTH PHILADELPHIA HIGH SCHOOL	09/27/22	\$22,790.00 ANNUAL SALARY
FULTON, JUDY R	SPECIAL EDUCATION ASSISTANT	HOUSTON, HENRY H. SCHOOL	09/13/22	\$22,790.00 ANNUAL SALARY
GRAY, TIMOTHY	SPECIAL EDUCATION ASSISTANT	ARTHUR, CHESTER A. SCHOOL	09/27/22	\$22,790.00 ANNUAL SALARY
HORTON, DONNAYA	SPECIAL EDUCATION ASSISTANT	BARRY, JOHN ELEMENTARY SCHOOL	09/27/22	\$22,790.00 ANNUAL SALARY
MOODY, SHAMAR	SPECIAL EDUCATION ASSISTANT	RHOADS, JAMES SCHOOL	09/20/22	\$22,790.00 ANNUAL SALARY
PADRO BURGOS, YARITZA	SUPPORTIVE SERVICES ASST, 4 HR	ELKIN, LEWIS SCHOOL	09/27/22	\$13,507.00 ANNUAL SALARY
SAUNDERS, ASHLEY	SPECIAL EDUCATION ASSISTANT	LAMBERTON,ROBERT E. ELEMENTARY	09/27/22	\$10,130.00 ANNUAL SALARY
SCHILLACI, CATHERINE	SPECIAL EDUCATION ASSISTANT	NEBINGER, GEORGE W. SCHOOL	09/19/22	\$22,790.00 ANNUAL SALARY
SIMS, ALEXIS	SPECIAL EDUCATION ASSISTANT	SOLIS-COHEN, SOLOMON SCHOOL	09/19/22	\$22,790.00 ANNUAL SALARY
TOWNSEND, MICHAEL	SUPPORTIVE SERVICES ASST, 4 HR	MEREDITH, WILLIAM M. SCHOOL	09/19/22	\$13,507.00 ANNUAL SALARY
WEEKS, CIANI THERESA	SPECIAL EDUCATION ASSISTANT	OLNEY ELEMENTARY SCHOOL	09/23/22	\$22,790.00 ANNUAL SALARY
WILEY, GWENDOLYN	SPECIAL EDUCATION ASSISTANT	DUNBAR, PAUL L. SCHOOL	09/28/22	\$22,790.00 ANNUAL SALARY
WISHAH, ENAS	SPECIAL EDUCATION ASSISTANT	FRANK, ANNE SCHOOL	09/27/22	\$22,790.00 ANNUAL SALARY

Action Item - 3.

Title: Approval of Personnel Terminations (Pending)

Board of Education Meeting Date: 10/20/2022

Action under consideration

RESOLVED, by the Board of Education that the employment of the *following individuals* are terminated effective October 27, 2022, as recommended by the Superintendent.

Names to be provided for public view immediately prior to the Board of Education Action Meeting

Office Originating Request: Talent

ATTACHMENTS:

Description

Approval of Personnel Terminations - PUBLIC

Type

Supporting Document

Subject: Administration's recommended termination of employee(s)

RESOLVED, that there exists sufficient evidence to support the recommendation of the Superintendent and/or his designee to terminate the employment, from the School District of Philadelphia, of the following employees effective October 20, 2022:

Tamika Parker

TPE

Semaj Woods

Probationary General Cleaner

Action Item - 5.

Title: Approval of Resignations and Retirements (pending)

Board of Education Meeting Date: 10/20/2022

Action under consideration

RESOLVED, by the Board of Education that the resignations and retirements of the
following individuals are accepted effective October 20, 2022.

*Names to be provided for public view immediately prior to the Board of Education Action
Meeting on October 20, 2022.

Office Originating Request: Talent

ATTACHMENTS:

Description

Item No. 5 - Retirement & Resignation

Type

Supporting Document

RESOLVED, by the Board of Education that the resignations and retirements of the following individuals are accepted effective October 20, 2022

Abou El Hassan, Malika	Farrell, Louis H. School	Student Climate Staff, 6 Hours	09/06/2022	Resignation
Adams, Ahleyha	Kirkbride, Eliza B. School	Food Svcs Worker Senior	09/13/2022	Resignation
Adamson, Zakira	Kearny, Gen. Philip School	General Cleaner, 8 Hours	08/25/2022	Resignation
Allen, Janae	Bryant, William C. School	Teacher, Full Time	11/06/2022	Resignation
Amaya, Juan	Office Of School Safety	School Safety Officer	10/11/2022	Resignation
Anderson, Jonah	Kensington High School	Special Education Assistant	09/12/2022	Resignation
Anderson, Dana	Richmond School	Bus Attendant	09/30/2022	Resignation
Anderson, Sheila	Deburgos, J. Elementary	Bus Attendant	10/03/2022	Resignation
Arrington, Tiara	Lincoln, Abraham High School	Bus Attendant	10/14/2022	Resignation
Baranek, Lisa	Swenson Arts/Tech High School	Teacher, Spec Education	09/16/2022	Resignation
Barney, Brandon	West Philadelphia High School	Teacher, Full Time	12/23/2022	Resignation
Barron-Davis, Cheri	Bridesburg School	Supportive Services Asst, 4 Hr	10/14/2022	Resignation
Bartley, Joan	Kearny, Gen. Philip School	Teacher, Full Time	11/14/2022	Resignation
Beard, Shanese	Hill-Freedman World Academy	Special Education Assistant	9/9/2022	Resignation
Bell, Regina	Prince Hall School	Supportive Services Asst, 4 Hr	09/13/2022	Resignation
Bingham, Rhonyetta	South Philadelphia High School	Special Education Assistant	10/03/2022	Resignation
Blake, Troneiai	Carnell, Laura H. School	Teacher, Full Time	06/15/2023	Retirement
Brace, Jennifer	Wilson, Woodrow Middle School	Teacher, Spec Education	01/03/2023	Retirement
Briskey, Anne	Moffet, John School	Teacher, Spec Education	11/21/2022	Resignation
Brooks, Chrishten	Kenderton Elementary	General Cleaner, 8 Hours	9/16/2022	Resignation

Brown, Samir	Houston, Henry H. School	General Cleaner, 8 Hours	09/16/2022	Resignation
Bull, Gloria	Sayre, William L. High School	Student Climate Staff, 6 Hours	01/12/2023	Retirement
Burke, Sherice	Widener Memorial School	Bus Attendant	06/15/2022	Resignation
Byers, Barbara	Roxborough High School	Step School Behavioral Consult	08/23/2022	Resignation
Cantone, Carmela	Cook-Wissahickon Head Start	Teacher, Full Time	12/16/2022	Retirement
Carfagno, Richard	Office Of School Safety	School Safety Officer	10/07/2022	Resignation
Casimir, Woodlyn	Solis-Cohen, Solomon School	Student Climate Staff, 6 Hours	11/10/2022	Resignation
Chhe, Soky		Teacher, Full Time	10/07/2022	Resignation
Clay, Laleah	Hopkinson, Francis School	Food Svcs Assistant	09/23/2022	Resignation
Collazo, Sean	Longstreth, William C. School	Supportive Services Asst, 4 Hr	09/09/2022	Resignation
Collins, Maurice	Hill-Freedman World Academy	General Cleaner, 8 Hours	09/06/2022	Resignation
Conrad, Daniel	Cooke, Jay Elementary School	Teacher, Full Time	09/19/2022	Resignation
Cook, Antoinette	Office Of School Safety	Investigator	1/13/2023	Retirement
Cooper, Luke	Office Of School Safety	School Safety Officer	08/31/2022	Resignation
Cordero, Veronica	The U School	Food Svcs Assistant	09/12/2022	Resignation
Cresente, Barbara	Mifflin, Thomas School	Food Svcs Worker Senior	01/03/2023	Retirement
Crombie Smiley, Sharon	Day, Anna B. School	Teacher, Full Time	01/06/2023	Retirement
Crosby, Sharon	Ziegler, William H. School	Teacher, Full Time	12/16/2022	Retirement
Debose, Jerry	Mccall, Gen. George A. School	General Cleaner, 8 Hours	11/03/2022	Retirement
Demirjian, Jenna	Health, Safety & Physical Ed	Prog Coord, Nutrition Ed Prog	08/19/2022	Resignation
Dixon, Thomas		Teacher, Full Time	09/06/2022	Resignation

Dixon, Gwendolyn	Greenfield, Albert M. School	Student Climate Staff,3 Hours	09/30/2022	Retirement
Earp, Romona	Houston, Henry H. School	Custodial Assistant	09/27/2022	Resignation
Eckert, Patricia	Office Of Management & Budget	Budget Tech Assistant	12/2/2022	Retirement
Ellis, Shanees	Furness, Horace High School	Student Climate Staff,6 Hours	10/14/2022	Resignation
Farreny, Rachel	Family & Student Services	Behavior Analyst	09/30/2022	Resignation
Ferguson, Joan		Contracted Teacher, Special Ed	11/22/2022	Resignation
Ferraro, Lyndsey	Pennell Head Start	Teacher,Full Time	11/18/2022	Resignation
Fleming, Mia		Prehire	09/30/2022	Retirement
Forston-Coleman, Suncear	Swenson Arts/Tech High School	Bus Attendant	09/22/2022	Resignation
Fritz, David	Cook-Wissahickon School	Special Education Assistant	09/13/2022	Retirement
Gailey, Julianna	Cook-Wissahickon School	Teacher,Full Time	10/21/2022	Resignation
Garcia, Daisy	Mayfair School	Student Climate Staff,4 Hours	09/03/2022	Resignation
Garrett, Elizar	Science Ldshp Academy @ Beeber	Special Education Assistant	8/31/2022	Resignation
Garrett, Katharine	Stanton, Edwin M. School	Special Education Assistant	10/14/2022	Resignation
Gilliard, Jasmine	Key, Francis Scott School	General Cleaner, 8 Hours	10/14/2022	Resignation
Giordano, Charlene	Northeast Community Propel Academy	Student Climate Staff,6 Hours	10/11/2022	Resignation
Giorgio, Daniel	Nebinger, George W. School	General Cleaner, 8 Hours	10/24/2022	Retirement
Gold Laster, Pennysue	King, Martin Luther High Sch.	Teacher,Spec Education	01/09/2023	Retirement
Gorman, Andrew	Potter-Thomas School	Teacher,Full Time	10/03/2022	Resignation
Gray, Bridgett	Finletter, Thomas K. School	Teacher,Spec Education	09/29/2022	Resignation
Griffin, Kalimah	Vare-Washington Elementary	Special Education Assistant	09/30/2022	Resignation
Grobman, Susan	Roosevelt Elementary School	Teacher,Full Time	12/02/2022	Retirement

Gronwaldt, Sarah	Emlen, Eleanor C. School	Teacher,Full Time	09/06/2022	Resignation
Guerrera, Chasse	Lea, Henry C.	Teacher,Spec Education	11/27/2022	Resignation
Guyton, Ann	Office Of School Safety	School Safety Officer	09/12/2022	Resignation
Harmon, Nijatay	Rhodes Elementary School	Student Climate Staff,5 Hours	6/15/2022	Resignation
Harris, Karen	Fels, Samuel High School	Bus Attendant,One To One	10/11/2022	Resignation
Hatfield, Barry	Electrical Services	Electrical Mechanic A 5Dy	11/04/2022	Retirement
Henry, Brittany	Cramp, William School	Student Climate Staff,5 Hours	09/12/2022	Resignation
Hernandez, Muhammad	Mastbaum, Jules E. High School	Teacher,Full Time	12/02/2022	Resignation
Hicks, Trinity	Overbrook High School	Student Climate Staff,4 Hours	09/09/2022	Resignation
Hodgson, Gabrielle	Division Of College Readiness	Program Manager, Oper&Grt	07/15/2022	Resignation
Holland, Hanna	Mastbaum, Jules E. High School	Teacher,Spec Education	11/18/2022	Resignation
Holloman, Kendra	Blaine, James G. School	Student Climate Staff,4 Hours	08/24/2022	Resignation
Holly, Elaine	Spruance, Gilbert School	Bus Attendant,One To One	9/9/2022	Resignation
Holmes, Ericka	Broad Street Garage	Bus Chau Trainee,Part-Time	09/12/2022	Resignation
Horne, Tanisha	Barry, John Elementary School	Student Climate Staff,6 Hours	09/23/2022	Resignation
Humenansky, Miles	Penn Treaty High School	Teacher,Full Time	9/8/2022	Resignation
Hyde, Benjamin	Mifflin, Thomas School	Teacher,Spec Education	11/23/2022	Resignation
Imms, Mara	Mc Clure, Alexander K. School	Teacher,Full Time	12/14/2022	Resignation
Jacobs, Steven	South Philadelphia High School	Teacher,Spec Education	06/15/2023	Retirement
Janifer-Breaker, Cherrelle	Carnell, Laura H. School	General Cleaner, 8 Hours	8/29/2022	Resignation
Johnson, Asia	Meehan, Austin Middle School	Food Svcs Assistant	09/16/2022	Resignation

Johnson, Nakisha	Solis-Cohen, Solomon School	Food Svcs Assistant	6/15/2022	Resignation
Johnson, David	Passyunk Garage	Bus Chauffeur	9/15/2022	Retirement
Johnson, Jennifer	Northeast Community Propel Academy	Student Climate Staff, 6 Hours	10/11/2022	Resignation
Jones, Constance	Blaine, James G. School	Special Education Assistant	09/13/2022	Resignation
Jones, Kristin	Engineering & Science High Sch	Teacher, Full Time	11/09/2022	Resignation
Jones-Oliphant, Michael	Franklin, Benjamin High School	Food Svcs Assistant	09/27/2022	Resignation
Joyner, Charlene	Dobbins, Murrell High School	School Nurse	09/14/2022	Resignation
Kaiser, Abbie	Mcdaniel, Delaplaine School	Teacher, Full Time	12/09/2022	Resignation
Kane, Erica	Mitchell Elementary School	Student Climate Staff, 6 Hours	10/21/2022	Resignation
Keirse, Briana	Heston, Edward School	Teacher, Full Time	09/09/2022	Resignation
Kersey, Florence	Marshall, John School	Teacher, Full Time	01/05/2023	Retirement
Klinger, Kimberly	Olney High School	Teacher, Full Time	09/15/2022	Resignation
Kriner, Stefanie		Teacher, Full Time	09/30/2022	Resignation
Kwaszkiewicz, Stephen	General Accounting	Senior Fixed Asset Accountant	09/21/2022	Retirement
Lamborn, Amanda	Central High School	Teacher, Full Time	09/12/2022	Resignation
Lampkins, Naqi	Mifflin, Thomas School	General Cleaner, 8 Hours	09/12/2022	Resignation
Lee, Yvette	Philadelphia Military Academy	Instructor, Jrotc	03/10/2023	Retirement
Lewis, Delisha	Childs, George W. School	Special Education Assistant	10/21/2022	Resignation
Liston, Kelly	Decatur, Stephen School	Teacher, Spec Education	09/13/2022	Resignation
Lombardo, Jennifer	Frankford High School	Step Case Manager	09/23/2022	Resignation
Long, Rochelle	Northeast High School	Special Education Assistant	10/12/2022	Resignation
Long, Essence	Northeast High School	Climate Support Specialist	10/21/2022	Resignation

Lowery, Gary	Tilden Middle School	Asst Principal	06/22/2022	Resignation
Manigault, Joseph	Mc Clure, Alexander K. School	Student Climate Staff,4 Hours	09/09/2022	Resignation
Martin, Amy	Deburgos, J. Elementary	Teacher,Full Time	10/31/2022	Resignation
Martinez, Ashley	Feltonville Intermediate	Student Climate Staff,6 Hours	09/23/2022	Resignation
Mayo, Michael	Dobbins, Murrell High School	Teacher,Full Time	09/12/2022	Resignation
Mays, Devon	Food Services Admin & Support	Food Svcs Maintenance Tech A	09/16/2022	Resignation
Mc Clellan, Robin	Constitution High School	Student Climate Staff,4 Hours	06/15/2023	Retirement
Mcalpin, Paul	Allen, Ethan School	Teacher,Full Time	11/06/2022	Resignation
Mcclean, Darcel	Pollock, Robert B. School	Teacher,Full Time	11/01/2022	Retirement
Mccormick, Cecilia	Hopkinson, Francis School	Teacher,Full Time	09/09/2022	Resignation
Mcgill, Angel	Barton Head Start	Teacher Asst,Pkhs	09/12/2022	Resignation
Mcgovern, Dominique	Wilson, Woodrow Middle School	Teacher,Full Time	10/07/2022	Resignation
Mckinney, Brandon	Carnell, Laura H. School	Special Education Assistant	9/16/2022	Resignation
Mclaughlin, Carol	Swenson Arts/Tech High School	Secretary I	01/06/2023	Retirement
Meder, Lisa	Employees On Workers Comp	Employees On Worker'S Comp	10/07/2022	Retirement
Miller, Kathy		Employees On Worker'S Comp	08/26/2022	Retirement
Miller, Margaret	Mc Michael, Morton School	Student Climate Staff,6 Hours	09/12/2022	Resignation
Miller, Sonfecahray	Prince Hall School	Special Education Assistant	09/30/2022	Resignation
Mitchell-Taylor, Yolando	Kearny, Gen. Philip School	Special Education Assistant	09/30/2022	Resignation
Mohammed, Jana	Bartram, John High School	Asst Principal	09/16/2022	Resignation
Montenegro, David	Building 21	Teacher,Full Time	09/30/2022	Resignation
Moss, Daisen	Hunter, William H. School	Special Education Assistant	09/23/2022	Resignation

Moultrie-Bullock, Mica	Stetson, John B. Middle School	Teacher,Full Time	09/23/2022	Resignation
Myers, Diana	Ellwood School	Student Climate Staff,6 Hours	09/29/2022	Resignation
Nash, La Schaunna	Overbrook Elementary School	Teacher,Full Time	12/06/2021	Resignation
Navarro, Maritza	Kensington Health Sciences	Teacher,Full Time	09/22/2022	Resignation
Odumosu, Wanda	Steel School Head Start	Teacher Asst,Pkhs	09/23/2022	Resignation
Pacheco, Vic	Edison, Thomas A. High School	Teacher,Full Time	09/21/2022	Resignation
Parks, Shampaingh	Roosevelt Elementary School	Special Education Assistant	10/03/2022	Resignation
Patton, April	Fell, D. Newlin School	Supportive Services Asst, 3 Hr	09/30/2022	Resignation
Pickett, Kenna	Heston, Edward School	Food Svcs Assistant	09/09/2022	Resignation
Quick, Anna	Masterman,Julia R. High School	General Cleaner, 8 Hours	11/03/2022	Resignation
Reed, Antoinette	Day, Anna B. School	Supportive Services Asst, 3 Hr	10/22/2022	Retirement
Reid Wilkinson, Kenisha	Gideon, Edward School	Step School Behavioral Consult	08/19/2022	Resignation
Renfrow, Azadeh	Widener Memorial School	Secretary I	09/02/2022	Resignation
Richardson, Kimberly	Girls, Phila High School For	Teacher,Full Time	01/20/2023	Retirement
Roamer, Jason	Washington, Grover Jr. Middle	Teacher,Full Time	12/02/2022	Resignation
Robinson, Tyne	Cramp, William School	Food Svcs Worker Iii	06/15/2023	Retirement
Robinson, Gloria	Head Start Central Office	Family Service Field Rep	10/4/2022	Retirement
Rodriguez, Francisca	Allen, Ethan School	Food Svcs Assistant	10/7/2022	Resignation
Rosales, Alondra	Olney Elementary School	Teacher,Full Time	11/28/2022	Resignation
Ross, Dwanette	Heston, Edward School	Teacher,Full Time	10/14/2022	Resignation
Rowe, Stanley	Philadelphia Military Academy	General Cleaner, 8 Hours	02/15/2023	Retirement
Ryan, Pam	Spruance, Gilbert School	Teacher,Full Time	11/04/2022	Resignation

Sabur, Malikah	Lankenau High School	Food Svcs Assistant	06/15/2022	Resignation
Sadowski, Jennifer	Stearne, Allen M. School	Teacher, Full Time	08/29/2022	Retirement
Sargeant, Erin	Chief Academic Office	Professional Lrning Specialist	10/28/2022	Resignation
Scornaienchi, Anthony	Fox Chase School	Teacher, Full Time	12/12/2022	Resignation
Seldon-Foster, Tennece		General Cleaner, 8 Hours	10/21/2022	Resignation
Shepta, Chelsea	Lawton, Henry W. School	Teacher, Spec Education	11/11/2022	Resignation
Silvers, Frances	Feltonville Intermediate	Teacher, Spec Education	09/13/2022	Resignation
Sloan, Tarenda	Overbrook Educational Center	Food Svcs Worker Iii	09/30/2022	Resignation
Sloan, Rasheeda	Family & Community Engagement	Family Engagement Liaison	09/23/2022	Resignation
Smith, Herman	Bridesburg School	Student Climate Staff, 5 Hours	09/20/2022	Resignation
Smith, Jonathan	Spruance, Gilbert School	Supportive Services Asst, 4 Hr	09/30/2022	Resignation
Sokou, Kossi	Washington, Grover Jr. Middle	Special Education Assistant	10/14/2022	Resignation
Solis, Kenny	Stetson, John B. Middle School	Teacher, Full Time	09/21/2022	Resignation
Spann, Rashawn	Office Of School Safety	School Safety Officer	09/23/2022	Resignation
Speaks, Laquana	Crossroads @ Hunting Park	Secretary I	11/12/2022	Resignation
Stafford, Jerome	Frankford High School	Teacher, Full Time	12/02/2022	Resignation
Stoffere, Maureen	Bryant, William C. School	Teacher, Full Time	09/14/2022	Retirement
Stowe Ii, Leonard	Overbrook High School	Student Climate Staff, 4 Hours	09/13/2022	Resignation
Stuckert, Morgan	Finletter, Thomas K. School	Teacher, Full Time	12/05/2022	Resignation
Subi-Guzman, Paula	Northeast Community Propel Academy	Student Climate Staff, 6 Hours	10/04/2022	Resignation
Sullivan, Debra	Washington, George High School	Food Svcs Manager Iii	01/03/2023	Retirement
Talukder, Adeeba	Brown, Henry A. School	Teacher Resident	06/15/2022	Resignation

Tillman, Beryl	Randolph Technical High School	Student Climate Staff,5 Hours	06/15/2022	Resignation
Timberg, Shannon	Carnell, Laura H. School	Teacher,Full Time	11/19/2022	Resignation
Torres, Abigail	Solis-Cohen, Solomon School	Student Climate Staff,5 Hours	09/15/2022	Resignation
Torres, Milagros	Webster, John H. School	Food Svcs Assistant	08/29/2022	Retirement
Torrez, Monica	Stetson, John B. Middle School	Teacher,Spec Education	10/11/2022	Resignation
Tull, Theresa	Bartram, John High School	Special Education Assistant	10/08/2022	Resignation
Turner, John	Electrical Services	Electrical Mechanic A 5Dy	11/01/2022	Retirement
Ulrich, Joseph	Southwark School	Teacher,Full Time	08/25/2022	Resignation
Velez, Brittany	Waring, Laura W. School	Student Climate Staff,6 Hours	09/22/2022	Resignation
Verdieu, Anne	Edison, Thomas A. High School	Food Svcs Assistant	09/12/2022	Resignation
Walker, Kirsten	Science Leadership Academy Ms	Step School Behavioral Consult	08/23/2022	Resignation
Wallace, Helen	Harding, Warren G. Middle Sch	Special Education Assistant	1/3/2023	Retirement
Ward, Nicole	Capital Programs	Ex Dir Capital Programs	09/23/2022	Resignation
Watson, Gerald	Carpentry Services	Gen'L Construction Mech A 5Dy	02/03/2023	Retirement
White, Jackie	Passyunk Garage	Bus Chauffeur Part Time Prob	09/30/2022	Resignation
Wiggins, Dallion	Office Of School Safety	School Safety Officer	09/01/2022	Resignation
Wilkins, Shamar	Science Leadership Academy Ms	Student Climate Staff,6 Hours	09/09/2022	Resignation
Williams, Jasmine	Logan, James School	Teacher,Full Time	11/09/2022	Retirement
Williams, Birty	Passyunk Garage	Bus Chauffeur	1/3/2023	Retirement
Wilson, Robyn	Anderson, Add B. School	Student Climate Staff, 6 Hours	10/11/2022	Resignation
Wise, Brenda	Kensington Health Sciences	Food Svcs Worker Ii	10/28/2022	Retirement

Woodard, Shanda	Waring, Laura W. School	Food Svcs Worker Senior	09/16/2022	Resignation
Woody, Felicia	Penn Alexander School	Food Svcs Worker Iii	09/30/2022	Resignation
Yaghnam, Laila	Hopkinson, Francis School	Teacher,Spec Education	09/30/2022	Resignation
Yocum, Kimberly	Washington, Grover Jr. Middle	Teacher,Full Time	01/03/2023	Resignation
Young, Stephanie	Harrington, Avery D. School	Teacher,Full Time	12/05/2022	Retirement
Young, Rasheeda	Munoz-Marin, Hon Luis School	Student Climate Staff,4 Hours	09/22/2022	Resignation
Zackowski, Sara	Moore, J. Hampton School	Teacher,Spec Education	11/09/2022	Resignation
Zavod, Blaine	Roxborough High School	Teacher,Spec Education	12/05/2022	Resignation
Zhu, Hong	Stanton, Edwin M. School	Special Education Assistant	06/15/2022	Resignation

Action Item - 6.

Title: Contract with Cigna Health and Life Insurance Company - Dental Insurance Program (\$5,388,560)

Board of Education Meeting Date: 10/20/2022

Action under consideration

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

With:

Cigna Health and Life Insurance Company

Purpose:

Third party administrator for administrative services for a fully insured dental insurance program for various District personnel

Start date: 1/1/2023

End date: 12/31/2025

Compensation not to exceed: \$5,388,560

Location:

All Schools; Administrative Office(s)

Renewal Options: Yes

Number of Options: 2

Duration of each option to extend: Years: 1 Months:

Maximum compensation authorized per option period: 103% of the prior year

Description:

The School District utilizes a third party administrator for administrative services for a fully-insured dental insurance program for non-represented employees of the School District, employees of the District who are members of Commonwealth Association of School Administrators/Teamsters Local 502 and School Police Association of Philadelphia, and employees who have separated from service from the School District under the District's

COBRA program and PA Acts 110/43.

Ensuring employees have access to excellent dental care means they can be healthy and present to provide the welcoming and supportive school experience for our students. Research has shown there is a direct correlation to poor oral health and health disease. Having a dental program in place will serve to mitigate the related medical conditions impacting the District's health plan experience.

A review of the distribution of the Basic, Routine and Non Routine services will be an indication of success. The goal is to maintain and/or increase basic preventive services and reduce the number of more costly services over time.

Cigna has been a successful partner working with the District to ensure employees have access to a wide network of providers and have provided good customer service while maintaining specific performance guarantees relating to timely claims processing, speed of answer, payment accuracy, eligibility and account management.

A group consisting of Employee Benefits, Talent and Finance staff reviewed the proposals, with input and review from our benefits consultants, and selected the incumbent vendor based on the RFP evaluation criteria.

Related resolution(s)/approval(s):

October 17, 2019; A-12

November 15, 2018; A-7

Funding Source(s):

FY 23 Health Fund

FY 24 Health Fund

FY 25 Health Fund

FY 26 Health Fund

Office Originating Request: Talent

Action Item - 7.

Title: Agreement for Service - Blackhawk Network Holdings, Inc.

Board of Education Meeting Date: 10/20/2022

Action under consideration

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

With:

Blackhawk Network Holdings, Inc.

Purpose:

To purchase e-gift cards for students for the purpose of emergency funds

Start date: 10/28/2022

End date: 10/28/2023

Compensation not to exceed: \$40,000

Location:

All Schools

Renewal Options: Yes

Number of Options: 3

Duration of each option to extend: Years: 1 Months:

Maximum compensation authorized per option period: \$40,000

Description:

Emergency Funds is an initiative through the Office of Student Rights and Responsibilities, Education for Children and Youth Experiencing Homelessness (ECYEH). The purpose of Emergency Funds is to offer a full array of supportive services to students, as needed, in an effort to ensure full participation in their education. These funds supplement school expenses during family emergencies. Any student, regardless of their homeless status, actively attending a School District of Philadelphia school (grades K-12) is eligible for emergency funds if they are experiencing a crisis or sudden hardship that negatively impacts

the family's income. Examples are: a recent loss or death of a family member, fire or other damage to personal property, recent loss of income, sudden illness of a family member, unexpected medical bills, or theft of personal property in school. A student does not have to be experiencing homelessness to apply for Emergency Funds.

Blackhawk Network Holdings, Inc. sells e-gift cards at the face-value price and was referred to ECYEH by the procurement office in 2020. This aligns with Guardrail 3: Partnering with Parents/Family Members. By providing emergency funds for students and families struggling with hardships, as described above, it allows educational barriers to be removed. For example, a family can use the emergency funds to purchase a school uniform or other school needs.

Success of this contract will be measured by the number of students that are assisted. In the 2020/2021 school year, these funds helped to support 414 students. By the end of the 2021/2022 school year, the number of students served increased to 651. By providing this financial support these students were able to purchase needed items that removed hindrances for attending school and their educational attainment. The goal for the 2022/2023 school year is to increase the number of students to 700. The more students we serve, the more we can successfully remove one or more barriers to allow students to successfully engage in school.

Funding Source(s):

FY22-23 Christopher Ludwick Grant

Office Originating Request: Student Support Services

Action Item - 8.

Title: Contracts with community agencies to support students experiencing homelessness (\$3,000,000)

Board of Education Meeting Date: 10/20/2022

Action under consideration

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

With:

Valley Youth House Committee, Inc.
Eddie's House
People's Emergency Center

Purpose:

To partner with community agencies that will provide programming that will assist in identifying and supporting students experiencing homelessness

Start date: 1/1/2023

End date: 6/30/2024

Compensation not to exceed: \$3,000,000

Separate Compensation by Vendor:

All entities will be paid out of the aggregate amount not to exceed \$3,000,000.

Location:

Services will take place at the community agencies as well as various schools

Renewal Options: Yes

Number of Options: 1

Duration of each option to extend: Years: 1 Months:

Maximum compensation authorized per option period: \$90,000

Description:

The School District of Philadelphia's Education for Children and Youth Experiencing Homelessness intends to contract with the three listed community partners in order to identify more students experiencing homelessness and connect them to services. These contracts align with Guardrail 3: Partnering with Parents/Family Members. By providing extra support to students and families who are experiencing homelessness, barriers can be removed and students can participate fully in school. This also aligns with the McKinney-Vento Homeless Assistance Act. Success will be measured by the number of students that are assisted through these partnerships. By providing this support these students will be identified sooner and be connected to services. These contracts also align with Guardrail 4: Addressing Racist Practices. Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement. One example of systematic racism is that landlords are more than twice as likely to file for evictions against Black renters in Philadelphia than against white renters, a rate disproportionate to the share of Black renters in the City, according to a report from the Reinvestment Fund released last year. When students are evicted they face challenges which impact academic success.

Funding Source(s):

FY 22-23: ARP Homeless Children and Youth 1

FY22-23: ARP ESSER Homeless Children and Youth II

Office Originating Request: Student Support Services

Action Item - 9.

Title: Contract with The City of Philadelphia's Office of Homeless Services (OHS)

Board of Education Meeting Date: 10/20/2022

Action under consideration

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

With:

The City of Philadelphia's Office of Homeless Services

Purpose:

To partner with the City's Office of Homeless Services and for them to hire a liaison for the School District

Start date: 12/1/2022

End date: 6/30/2025

Compensation not to exceed: \$180,000

Location:

The City of Philadelphia's Office of Homeless Services

Renewal Options: Yes

Number of Options: 3

Duration of each option to extend: Years: 1 Months:

Maximum compensation authorized per option period: \$90,000

Description:

The City of Philadelphia's Office of Homeless Services' mission is to provide the leadership, coordination, planning and mobilization of resources to make housing insecurities rare, brief and non-recurring in the City of Philadelphia. The School District's Education for Children and Youth Experiencing Homelessness Office intends to contract with the city to create a

liaison position between the shelter system and the School District.

This contract will align with Guardrail 3: Partnering with Parents/Family Members. By providing extra support to families who are experiencing homelessness, barriers can be removed and students can participate fully in school. This also aligns with the McKinney-Vento Homeless Assistance Act. Success will be measured by the number of students that are assisted through this partnership. The goal is for this liaison to work with students/families who are in (or are entering) the shelter/transitional housing system. By providing this support these students will be identified sooner and be connected to needed services.

Funding Source(s):

FY22-23: ARP ESSER Homeless Children and Youth II

Office Originating Request: Student Support Services

Action Item - 10.

Title: Contract with Jewish Family and Children's Service of Greater Philadelphia for PreK Parenting Education (\$69,338)

Board of Education Meeting Date: 10/20/2022

Action under consideration

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

With:

Jewish Family and Children's Service of Greater Philadelphia

Purpose:

To provide parenting education classes to caregivers of enrolled preK students in compliance with federal Head Start Performance Standard #1305.21(b), which requires federal grantees to offer opportunities for parents to participate in a research-based parenting curriculum

Start date: 11/1/2022

End date: 7/31/2023

Compensation not to exceed: \$69,338

Location:

Citywide deployment for families with children enrolled in District preK

Renewal Options: Yes

Number of Options: 2

Duration of each option to extend: Years: 1 Months:

Maximum compensation authorized per option period: Each option not to exceed 105% of previous year amount.

Description:

The District is the single largest provider of quality preK programming for three- and four-year-olds in the City of Philadelphia, currently serving nearly 11,000 children through internally-operated programs in District buildings and partner-operated programs in high-

quality, community-based centers. Decades of national research have provided clear evidence that children who attend high-quality preK do better in school, are less likely to repeat a grade or require remediation services, and have better socio-emotional skills and behaviors than their non-participating peers. Local data replicate these national findings: children who participate in District-managed preK programs enter Kindergarten better prepared academically and socially than their non-participating peers, positively contributing to the Board of Education's overall Goals and Guardrails for academic performance and child development.

A key component of the District's preK programming is encouraging positive parenting practices that promote safety, well-being, and permanency for children and families. The District employs staff to support families of enrolled children with a variety of health and social services needs. In addition to these supports, the federal Head Start performance standards require all programs to provide evidence-based parenting education to families who are interested in a more structured set of coursework around positive parenting techniques. This action item seeks authorization for the District to contract with a local nonprofit, Jewish Family and Children's Service of Greater Philadelphia (JFCS), that already has facilitators trained to deliver the Incredible Years® parenting education series of courses. Incredible Years is an evidence-based program backed by 30 years of research (see, for example, *A Parenting Intervention for Childhood Behavioral Problems: A Randomized Controlled Trial in Disadvantaged Community-Based Settings* in Journal of Consulting and Clinical Psychology 2012, Vol. 80, No. 1; and *A growth curve analysis of parent training outcomes*, 2003 by Hartman, Stage, and Webster-Stratton, University of Washington, in Journal of Child Psychology and Psychiatry 44:3) that is included in the federal Head Start database of programs that meet all of the federal Head Start requirements. The program is a series of 14-20 sequenced and structured sessions delivered directly to parents by trained facilitators in small groups that provide opportunities for parents to learn about children's academic and socio-emotional development, and allow parents to practice and hone new skills.

The selection of both the Incredible Years curriculum and JFCS was made after consultation with the District's Head Start Policy Council, a group of elected Head Start parents and community stakeholders that has responsibility for working with the District's Head Start management team to shape and inform the overall direction of the District's preK programming, particularly with respect to the active involvement of parents in their children's education.

Performance metrics for all of the District's preK programs are collected across a variety of domains, from student academic and health outcomes to programmatic and fiscal compliance, and are reviewed and analyzed annually to assess results as well as inform future programming and support needs. Metrics to be reviewed in conjunction with this contact will include course enrollment and attendance levels as well as participant satisfaction.

Funding Source(s):

FY 22--23 Federal Head Start Funds

FY 23-24 Federal Head Start Funds

FY 24-25 Federal Head Start Funds

Office Originating Request: Academic Support

ATTACHMENTS:

Description	Type
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Action Item - 11.

Title: Memorandum of Understanding with Educating Communities for Parenting (no cost) - WITHDRAWN BY STAFF 10.19.22

Board of Education Meeting Date: 10/20/2022

Action under consideration

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

With:

Educating Communities for Parenting

Purpose:

To provide virtual workshops to interested parents of children enrolled in the District's preK programs

Start date: 11/1/2022

End date: 7/31/2023

Value of Services not to exceed:\$85,000

Location:

Citywide deployment for parents of children enrolled in District preK

Renewal Options: Yes

Number of Options: 2

Duration of each option to extend: Years: 1 Months:

Description:

The District is the single largest provider of quality preK programming for three- and four-year-olds in the City of Philadelphia, currently serving nearly 11,000 children through internally-operated programs in District buildings and partner-operated programs in high-quality, community-based centers. Decades of national research have provided clear evidence that children who attend high-quality preK do better in school, are less likely to repeat a grade or require remediation services, and have better socio-emotional skills and behaviors than their non-participating peers. Local data replicate these national findings: children who participate in District-managed preK programs enter Kindergarten better prepared academically and socially than their non-participating peers, positively contributing to the Board of Education's overall Goals and Guardrails for academic performance and

child development.

A key component of the District's preK programming is encouraging positive parenting practices that promote safety, well-being, and permanency for children and families. As part of this effort, the District provides parents/caregivers with the opportunity to participate in a structured sequence of parenting education classes that occur over 14 to 20 weeks. However, some parents/caregivers do not wish or are not able to make a commitment to a structured course that takes place over several months, but would be interested in participating in shorter, one-time virtual workshops focused on a specific skill or topic. For these parents/caregivers, the District would like to partner with the Educating Communities for Parenting program, which has a set of virtual workshops on topics ranging from how to implement healthy discipline to creating effective home routines. Educating Communities for Parenting would offer these workshops to District preK parents free of charge.

Office Originating Request: Academic Support

Action Item - 12.

Title: Authorization to Make Payments to Middle States Association Commissions on Elementary and Secondary Schools - Accreditation (\$85,000)

Board of Education Meeting Date: 10/20/2022

Action under consideration

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to make payments, subject to funding, as follows:

With:

Middle States Association Commissions on Elementary and Secondary Schools

Purpose:

To pay schools' annual dues, fees for candidacy visits, application for accreditation, renewal visits, and accreditation visits

Start date: 10/28/2022

End date: 6/30/2023

Compensation not to exceed: \$85,000

Locations:

Academy at Palumbo; Arts Academy at Rush; Bartram High School; Benjamin Franklin High School; Bodine High School; Building 21; Constitution High School; Creative and Performing Arts (CAPA) High School; Central High School; Dobbins Career and Technical Education High School; Edison High School; Fels High School; Frankford High School; Franklin Learning Center (FLC); Furness High School; Girard Academic Music Program (GAMP); High School of Engineering and Science - Carver; High School of The Future; Hill-Freedman World Academy; Kensington Health Sciences Academy; Kensington High School; Kensington High School for Creative and Performing Arts (Kensington CAPA); Martin Luther King High School; Lankenau High School, Parkway West High School; Philadelphia High Schools for Girls; Philadelphia Virtual Academy; Robeson High School for Human Services; Lincoln High School; Mastbaum Area Vocational Technical High School; Masterman High School; Motivation High School; Northeast High School; Overbrook High School; Parkway Center City Middle College High School; Parkway North West High School; Penn Treaty High School; Philadelphia Military Academy; Randolph High School; Roxborough High School; Saul High School; Sayre High School; Science Leadership Academy; Science Leadership Academy at Beeber; Strawberry Mansion High School; South Philadelphia High School; Swenson Arts and Technology High School; The Linc; The U School; Vaux High School Big Picture; George Washington High School; West Philadelphia High School; Widener Memorial School; The Workshop School

The school list is subject to change contingent on school and principal readiness.

Description:

The Middle States Association Commissions on Elementary and Secondary Schools (Middle States) is recognized by the U.S. Department of Education as a worldwide leader in accreditation and school improvement. For over 125 years, Middle States has helped school leaders establish and reach their goals, develop strategic plans, promote staff development, and advance student achievement. With more than 2,700 accredited schools and school systems in 34 states and nearly 100 countries, Middle States supports our schools with improving education for the 21st-century learner.

The Middle States Association Commissions on Elementary and Secondary Schools provides schools with outside and unbiased validation of the work schools are completing. Accreditation is a self-evaluation process that schools and school systems voluntarily use to demonstrate they are meeting a defined set of research-based performance standards. The standards examine schools in a holistic way, supplementing student-testing data to provide a more complete measure of a school's performance and chart a strategic and realistic course for continuous school improvement. Schools are challenged to create timely, practical, measurable, and strategic improvement objectives specially designed for the school's current population and aligned to the goals and aspirations of the school. There are many benefits of accreditation. Accreditation allows schools to apply for and receive special grants to fund their educational goals, and accredited schools are networked with schools around the world to share best practices.

Currently, 37 high schools are accredited, and six high schools are candidates for accreditation. Ultimately, the District aims to support all high schools in obtaining and maintaining this accreditation; however, the goal for this year is to support the 43 high schools that are either going through the accreditation process or are currently accredited by paying annual dues and fees associated with candidacy visits, applications for accreditation, renewal visits, and accreditation visits. The school list is subject to change in accordance with school and principal readiness to successfully engage in the accreditation process. We are working toward ensuring all District high schools are accredited by 2025.

The accreditation process requires schools to engage in a rigorous self study using qualitative and quantitative data to identify areas in need of improvement and root causes of performance gaps. This information is then used to create a holistic action plan that promotes college and career readiness, welcoming and supportive schools, enriching and well rounded school experiences, and partnership with families. These key components are explicitly cited in the Goals and Guardrails.

Related resolution(s)/approval(s):

August 19, 2021; No. 31
August 20, 2020; No. 23
September 9, 2019; No. 31
December 13, 2018; No. 37
September 14, 2017; B-12

Office Originating Request: Academic Support

ATTACHMENTS:

Description

Type

Action Item - 13.

Title: Capital Awards at Various Locations - (\$5,956,926) - Added 10.3.2022

Board of Education Meeting Date: 10/20/2022

Action under consideration

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to execute and perform separate contracts with the lowest responsible bidders, subject to funding, as follows:

With:

Lex Electric Co., Inc
Mulhern Electric Company, Inc.

Purpose:

General and Electrical Contracts

Start date: 10/28/2022

End date: 4/26/2026

Compensation not to exceed: \$5,956,926

Separate Compensation by Vendor:

Lex Electric - Electrical Contract - Electrical Upgrades at Nebinger School; \$1,360,000
Mulhern Electric - Electrical Contract - Fire Alarm and Generator Replacement at Northeast High School; \$3,784,000
Mulhern Electric - Electrical Contract - Fire Alarm System Replacement at Belmont Charter School; \$812,926

Location:

Nebinger, George W. School; Northeast High School; Belmont Charter School

Renewal Options: No

Description:

The Office of Capital Programs has identified various capital projects at multiple school locations based on the capital budget call and the facilities assessment report. The projects recommended for contract award were identified in the approved FY22 capital budget. The projects were publicly advertised and the lowest responsible bidders are recommended for contract award. The District design, construction, and project management teams have developed a site specific construction phasing plan in collaboration with principals and contractors for the site improvements. This plan ensures adequate time and sufficient swing

space has been identified for the safety of students and staff. The work will be monitored daily by an inspector, project manager and construction manager to ensure the contractors meet the established budget and schedule. This work is in support of the Operations Division goal of providing a safe and healthy learning environment for all students.

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.

Funding Source(s):
FY 22-23 Capital Budget

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description

Type

Action Item - 14.**Title: Change Orders at Various Locations - (\$356,735) - Added 10.3.2022****Board of Education Meeting Date:** 10/20/2022**Action under consideration**

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to execute and perform amendments of contracts to account for change order modifications to on-going construction projects at various locations, as follows:

With:

Allstates Mechanical, Ltd.
Eagle Mechanical, Inc.
Ernest Bock & Sons, Inc.
McGoldrick Electric Inc.
Smith Construction, Inc.
Murphy Quigley Company, Inc.
Mulhern Electric Company, Inc.
Eagle I Electric, Inc.
Lex Electric Company, Inc.
The Bedwell Company

Purpose:

To pay additional amounts necessitated by change orders for ongoing construction projects.

Start Date: 10/28/22**End Date:** Through completion dates for previously approved construction as well as professional design/structural/Architectural services contracts**Compensation not to exceed:** \$356,735**Separate Compensation by Vendor and Locations:**

Allstates Mechanical, Ltd. - Mechanical Contract - Major Renovation and Addition at Allen, Ethan Elementary School; \$5,014
Eagle Mechanical, Inc. - Plumbing Contract - Major Renovation and Addition at Allen, Ethan Elementary School; \$12,495
Ernest Bock & Sons, Inc. - General Contract - Building Addition and Classroom Modification at Allen, Ethan Elementary School; \$76,984
McGoldrick Electric Inc. - Electrical Contract - Major Renovation and Addition at Allen, Ethan Elementary School; \$7,205
Smith Construction, Inc. - General Contract - ADA Modifications at Beeber, Dimner Middle School; \$20,512
Murphy Quigley Company, Inc. - General Contract - New Cafeteria at Blankenburg, Rudolph Elementary School; \$4,492
Mulhern Electric Company, Inc. - Electrical Contract - Classroom Modernization at Cramp, William Elementary School; \$10,620
Eagle I Electric, Inc. - Electrical Contract - Addition and Major Renovations at Frank, Anne Elementary School; \$5,660
Lex Electric Company, Inc. - Electrical Contract - HVAC Renovation at Morton, Thomas G. Elementary School; \$65,781
Allstates Mechanical, Ltd. - Mechanical Contract - Major Renovation Phase 2 at Pratt, Anna B. Elementary School; \$43,060
The Bedwell Company - General Contract - Major Renovation Phase 2 at Pratt, Anna B. Elementary School; \$21,267
Ernest Bock & Sons, Inc. - General Contract - Major Renovation and Addition at Richmond Elementary School; \$3,821
Ernest Bock & Sons, Inc. - General Contract - New Construction at Solis-Cohen, Solomon Elementary School; \$79,824

Description:

This action item is to approve modifications to active construction contracts for new construction, major renovations, and life cycle replacement projects approved in the Capital Budget. The change order process addresses modifications to contracts for work that is added, deleted, or otherwise modified from the original project design and scope of work. Change orders occur due to design errors, design omissions, unforeseen conditions, and requests from the District to ensure completeness of the project. The Office of Capital Programs reviews, negotiates, and approves change orders subject to Board approval so that construction work is not interrupted due to change orders.

The total number of construction contracts relative to the change orders is 11, with a value of \$192,315,982. For the month of October, the change order total is \$356,735, which is .19% of the total value of the aforementioned 11

Goals and Guardrails:

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.

Funding Source:

FY 23 Capital Budget

Related resolutions(s)/approval(s):

August 20, 2022; No.12

January 28, 2021; No. 11

April 22, 2021; No. 18

April 22, 2021; No. 16

May 28, 2020; No. 14

December 10, 2020; No. 19

January 28, 2021; No. 11

January 30, 2020; No. 24

October 18, 2018; No. 7

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description

Type

Action Item - 15.

Title: Contract Amendments with Various Vendors for the provision of Web-Based Tele-Therapy Platforms and Online Remote Student Therapeutic Related Services (\$600,000) - Added 10.6.2022

Board of Education Meeting Date: 10/20/2022

Action under consideration

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to execute and perform an amendment of a contract, subject to funding, as follows:

With:

Advanced Medical Personnel Services, LLC, AMN Healthcare, Inc.
EBS Healthcare, Inc.
Presence Learning, Inc.
Progressus Therapy, LLC, Invo Healthcare, LLC
Therapy Source, Inc.

Purpose:

To add remote tele-therapy speech therapists using contractors' web-based platforms for students with Individualized Education Programs (IEPs) who require speech therapy services and for whom the remote delivery of therapeutic services is appropriate

Original Start Date: 7/1/2022

Current End Date: 6/30/2023

Currently Authorized Compensation: \$400,000

Additional Compensation:

\$600,000

Total New Compensation: \$1,000,000

Location:

Schools that can facilitate virtual tele-therapy speech services

Renewal Options: Yes

Number of Options: 2

Duration of each option to extend: Years: 1 Months:

Maximum compensation authorized per option period: Each option at fixed amount of \$1,000,000

Description:

The Office of Specialized Services (OSS) requests that the Board of Education authorize additional spending with the selected vendors to increase the District's capacity to provide speech therapy services to students on remote platforms. This increased authorization will fund six additional telemedicine speech therapists for this purpose.

On May 26, 2022, the Board of Education approved Action Item No. 31, authorizing contracts with the various vendors totaling \$400,000, for the provision of web-based tele-therapy delivery platforms and for the provision of up to four related services therapists. Since that time the need for telemedicine speech therapists to cover students with IEPs who require these services has increased. An additional six contracted telemedicine speech therapists will be needed to cover students with IEPs who require speech therapy services and for whom the remote delivery of therapeutic services is appropriate.

The Individuals with Disabilities Act (IDEA) mandates that school districts provide students with disabilities with related services, including speech, hearing, occupational, and physical therapy if required by their IEP. For some students and under certain circumstances, the provision of related services on a remote online platform is the most appropriate delivery method. 12,000 District students have IEPs pursuant to which the District provides them with direct speech services on a daily, weekly and/or monthly basis. For the 2022-23 school year, the District's allotted 164 speech therapists to cover all students with IEPs who require speech services. To date, the District has 115 staff, 14 contracted, and four telemedicine therapists. The requested additional six telemedicine speech therapists will help to cover District-wide vacancies and meet the needs of students for whom remote services are appropriate. Adding telemedicine speech therapists supports compliance with the IDEA and District therapeutic student caseload requirements.

Contracted online tele-therapy services will enable therapists to deliver speech services remotely to students using Chromebooks, laptops, and desktop computers. The selected tele-therapy on-line platforms offered by the selected contractors have been approved by the District's Office of Information Technology. In addition, the platforms protect student privacy rights and are compliant with IDEA, FERPA and HIPAA requirements.

Goals and Guardrails Supported: The provision of IEP required therapeutic related services helps ensure that those students with hearing loss have the opportunity to perform on or above grade level in reading and math. In addition, providing students with required related services promotes the elimination of racist and discriminatory practices, especially by putting these students on an equitable footing with nondisabled peers.

Related resolution(s)/approval(s):

May 26, 2022; No. 31

Funding Source(s):
FY22-23 ACCESS

Office Originating Request: Academic Support

ATTACHMENTS:

Description

Type

Action Item - 16.

Title: Contract with L. M. Kutys & Associates -Auditing Services for Office of Inspector General (\$90,000) - Added 10.11.2022

Board of Education Meeting Date: 10/20/2022

Action under consideration

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

With:

L. M. Kutys & Associates

Purpose:

Provide audit services to the School District of Philadelphia Office of Inspector General

Start date: 1/1/2023

End date: 6/30/2024

Compensation not to exceed: \$ 90,000

Location:

All Schools; Administrative Office(s)

Renewal Options: No

Maximum compensation authorized per option period: N/A

Description:

The Office of Inspector General (OIG) requires the continued services of an auditor with experience in governmental agency administration and law enforcement background to conduct advanced level programmatic, compliance and forensic audits to promote accountability, ethics, integrity and efficiency in the School District; to act as a liaison with various federal, state and local law enforcement agencies; and to serve as a source of advice in all aspects of financial auditing techniques and forensic audits involving OIG investigations.

Mr. Kutys will continue to provide services to include but are not limited to conducting accurate and thorough programmatic, compliance and performance audits; interviewing employees, contractors and third parties to ascertain facts for carrying out audits within established timeframes and operate within the policies of the School District.

Funding Source(s):

FY 22-23 Operating

FY 23-24 Operating

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Type

Action Item - 17.

Title: Amendment of Contracts with R. F. Design & Integration Inc., Schneider Electric Buildings Americas Inc. for Security Camera System Installation - Added 10.12.22

Board of Education Meeting Date: 10/20/2022

Action under consideration

The Administration recommends that the Board of Education ratify and authorize the execution and performance of an amendment of a contract, by The School District of Philadelphia, through the Superintendent or his designee, subject to funding, as follows:

With:

R. F. Design & Integration Inc.
Schneider Electric Buildings Americas Inc.

Purpose: Extension of time and funds for completion of security camera system installation
Schneider Electric

Original Start Date: 7/1/2018

Current End Date: 06/30/2022

Amended End Date: 6/30/2023

Authorized Compensation not to exceed: 1,015,684. Schneider Electric was previously authorized for up to \$999,584. \$16,000 in additional compensation is required to furnish and install an expansion to the building Security Network at Parkway Center City Middle College High School including panels, wiring, engineering.

Location(s):

Isaac A. Sheppard School; Parkway Center City Middle College High School; General Louis Wagner Middle School

R.F. Design & Integration, Inc.

Original Start Date: 11/1/2018

Current End Date: 06/30/2022

Amended End Date: 06/30/2023

Authorized Compensation not to exceed: No additional compensation is sought. R.F. Design & Integration, Inc. will be paid from a previously authorized amount of \$388,558.

Location(s):

Samuel School Gompers

R.F. Design & Integration, Inc.

Original Start Date: 1/1/2019

Current End Date: 06/30/2022

Amended End Date: 06/30/2023

Authorized Compensation not to exceed: No additional compensation will be sought. R.F. Design & Integration, Inc. will be paid from a previous authorization amount of \$2,539,064.

Location(s):

Julia R. Masterman School; SLA at Beeber

Description:

In 2018-2021, the School Reform Commission and Board of Education (i) authorized the acquisition of wiring and conduit to support installation of closed circuit television camera systems, (ii) authorized the installation of acquired and District-supplied electronic surveillance equipment, and (iii) extended the time for installation, to promote the safety and security of students, staff, property, and visitors in and on school facilities. As installation is still not complete in all schools under this contract, given unforeseen circumstances resulting from, among other things, environmental concerns, the COVID-19 pandemic, and supply chain challenges, the District is seeking authorization to amend contracts to further extend the time and funding.

This safety and security system installation work is aligned with Guardrail 1 - safe, welcoming and supportive schools.

Funding Source(s):

Capital Funds

Related resolution(s)/approval(s):

April 26, 2018; A-53

June 21, 2018; A-54

October 18, 2018; No. 14

December 13, 2018; No. 28

April 30, 2020; No. 41

April 30, 2020; No. 42

April 22, 2021; No. 23

December 9, 2021; No. 24

Office Originating Request: Operations - School Safety

Action Item - 18.

Title: Contract with SDG Security LLC for Alarm and Fire Telecommunications Services - Added 10.12.22

Board of Education Meeting Date: 10/20/2022

Action under consideration

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

With:

SDG Security LLC

Purpose:

Telecommunication services required for the transition and future operation of fire and intrusion alarm systems located at all schools and administrative facilities

Start date: 11/1/2022

End date: 10/31/2023

Compensation not to exceed: \$450,650

Location:

All Schools; All Administrative Offices

Renewal Options: Yes

Number of Options: 2

Duration of each option to extend: Years: 1 Months:

Maximum compensation authorized per option period: \$75,000

Description:

School District alarm and fire systems are currently served by traditional hard line phone service (POTS) lines to transmit signals from the security and fire alarm panels at School District buildings and properties to a central alarm receiver at the District central office. Established POTS lines are now coming to end of life, and while service is available, repair by telecommunications providers is not guaranteed and telecommunications providers are directing facilities to migrate away from POTS lines. Existing security and fire alarm

monitoring panel POTS service will be replaced with cellular radio communicators. Cellular radio communicators provide a reliable alternative to POTS. SDG Security and Fire, LLC (SDG) will provide cellular radio communicator hardware and installation of the hardware at all SDP buildings and properties with security and fire alarm panels. SDG will ensure that systems are functioning correctly and evaluate cellular signal integrity and provide and install cellular repeaters as needed. SDP will also provide ongoing monitoring services for the cellular radio communicators connected to alarm and fire systems.

This security technology initiative aligns with Guardrail 1 - safe, welcoming, supportive schools.

Funding Source(s):

FY23, FY24, School Safety Operating
FY23, FY24, Capital Funds (School Safety)

Office Originating Request: Operations - School Safety

Action Item - 19.

Title: Contract with Verizon Business for Alarm System Telecommunications Services (\$75,000) - Added 10.12.22

Board of Education Meeting Date: 10/20/2022

Action under consideration

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

With:

Verizon Business

Purpose:

Telecommunication services required for the operation of fire and intrusion alarm systems located at all schools and administrative facilities

Start date: 1/1/2023

End date: 12/31/2023

Compensation not to exceed: \$75,000

Location:

All Schools; All Administrative Offices

Renewal Options: No

Description:

This contract award will utilize the Commonwealth of Pennsylvania's COSTARS cooperative purchasing agreement to provide telecommunications services required for the operation of fire and intrusion alarm systems located in all District schools and facilities.

The School District has recently completed a major transition of telephone services in all schools from analog to digital ("VoIP"), utilizing the District's metropolitan fiber-optic network. There are, however, approximately 600 remaining analog telephone circuits that are supporting fire and intrusion alarm systems across the District. The District's Office of School Safety is currently undergoing a project to upgrade all alarm and fire systems in District buildings to utilize cellular-based wireless communications, eliminating the need for the use of older analog telephone service. Those upgrades are projected to be completed

by calendar year 2023. This contract award will permit the necessary time to retain current service while the Office of School Safety implements their solution.

This safety and security technology work is aligned with Guardrail 1 - safe, welcoming, and supportive schools.

Related resolution(s)/approval(s):

January 30, 2020; No. 16

May 17, 2018; A-6

Office Originating Request: Operations - School Safety

Action Item - 20.

Title: Contract with Yondr, Inc - Phone Free School Program (\$5,000,000) - WITHDRAWN BY STAFF 10.20.22

Board of Education Meeting Date: 10/20/2022

Action under consideration

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

With:

Yondr, Inc.

Purpose:

Program for creating phone-free schools

Start date: 9/23/2022

End date: 9/30/2023

Compensation not to exceed: \$5,000,000

Location:

All Schools

Renewal Options: Yes

Number of Options: 1

Duration of each option to extend: Years: 5 Months:

Maximum compensation authorized per option period: \$5,000,000

Description:

The School District of Philadelphia has identified a need for a program to support phone-free environments in schools during instructional time. Yondr, Inc. will supply schools with cell phone pouches as needed, unlocking magnets, staff training and staff support. These pouches limit students' access to their phones during school hours. The phone is placed in the pouch and the student will have their pouch unlocked at the end of the day. The Yondr Education Program includes: full customer service (implementation, site visits); free accessories (unlocking bases, distribution totes); and free replacement pouches. With a cell phone free environment, schools can increase engagement in the classroom so that there

can be a substantial increase in student learning as evidenced by benchmarks, constructed responses, on-track percentages, and teacher assessments. Furthermore, the absence of cell phones during the day, can help lead to less incidents of cyber bullying, reducing the number of students leaving the building and returning illegally by texting their friends, and a reduction in class cuts. Students with Individualize Education Plans (IEP) that require assistive technology (device) as delineated in the IEP will continue to use the assistive technology that they are familiar with for any communication needs. Therefore, the students would be excluded from a school's required use of Yondr pouches.

Implementation of this program supports Board Guardrails 1 and 2.

Funding Source(s):

Various Schools & Offices

Office Originating Request: Operations - Procurement

Action Item - 21.

Title: Settlement of Civil Action – Carl Watson and Dorothy Watson v. The School District of Philadelphia - Added 10.12.22

Board of Education Meeting Date: 10/20/2022

Action under consideration

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Office of General Counsel, to execute and perform a settlement agreement, subject to funding, as follows:

With: Carl Watson and Dorothy Watson

Purpose: To settle claims of Carl Watson and Dorothy Watson in a civil action in the Philadelphia County Court of Common Pleas

Settlement Amount: \$185,000

Settlement agreement date: On or after 10/21/2022

Location:
Administrative Offices(s)

Description:
Carl Watson and Dorothy Watson filed a complaint against the School District in the First Judicial District of Pennsylvania on August 4, 2020, alleging tort causes of action. This action item seeks approval of a settlement of \$185,000, in exchange for a full and complete general release of all claims against the District. The Office of General Counsel recommends this settlement as a fair and appropriate resolution of contested litigation.

Funding Source: FY 23 Operating

Office Originating Request: General Counsel

Action Item - 22.

Title: Laboratory Charter School for Communication and Languages: Authorization to Execute Agreement on One-Year Renewal and Renew Charter for One Year - Added 10.17.22

Board of Education Meeting Date: 10/20/2022

Action under consideration

WHEREAS, the Board of Education granted a charter to LABORATORY CHARTER SCHOOL FOR COMMUNICATION AND LANGUAGES ("Laboratory" or "Charter School") to operate a charter school for a four-year term commencing in 1998; and

WHEREAS, the School Reform Commission ("SRC") renewed the Charter for five-year terms in 2002 and 2007; in 2014, the SRC renewed the Charter for a five-year term commencing in 2012; and in 2018, the SRC renewed the Charter for a five-year term commencing in 2017 (hereinafter referred to as "Charter"); and

WHEREAS, on April 30, 2020, the Board of Education approved Action Item No. #4, granting an Amendment for the Charter School to relocate its operations to its current charter school facilities ("Amendment"); and

WHEREAS, on June 23, 2022, the Board of Education, by Action Item No. 88 ("Action Item 88"), approved the issuance of a Notice of Nonrenewal ("Notice of Nonrenewal") of the Charter School's Charter and public hearings on the Notice of Nonrenewal were scheduled to begin on October 11, 2022 and have been postponed until October 31, 2022; and

WHEREAS, the Charter School has agreed that it has received a copy of Action Item 88; and

WHEREAS, the Charter School and the Charter Schools Office of the School District have engaged in discussions regarding the issues in Action Item 88 and the need for additional academic and other information to assess the performance and operations of the Charter School and whether to renew the Charter for an additional five (5) years; and

WHEREAS, in exchange for the promises set forth herein, the parties have agreed to a one-year Charter renewal with certain Conditions for Renewal to be reviewed as part of the Charter School Office's Annual Charter Evaluation ("ACE") during the 2022-2023 and the 2023-2024 school years; now be it

RESOLVED, that the Board of Education agrees to withdraw the Notice of Nonrenewal and cancel the public hearings on the nonrenewal of the Charter School's Charter; and be it

FURTHER RESOLVED, that the Board of Education hereby (i) authorizes the President of the Board of Education to execute the Agreement on One-Year Renewal with Laboratory, effective upon the full execution of the Agreement on One-Year Renewal by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and (ii) renews Laboratory's Charter ("Renewal

Charter”), subject to the terms and conditions agreed to by the Charter School including the Conditions for Renewal as set forth below, for a one-year term commencing on July 1, 2022 and ending on June 30, 2023, effective upon the full execution of the Renewal Charter by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, the School District and the Charter School acknowledge and agree that the Charter School will enroll students only in Kindergarten to Grade 8 with a maximum of 1075 students during the Term of the Charter, unless the parties agree in writing to other terms. The maximum total enrollment of 1075 students may be at only two locations: 926 W. Sedgley Avenue, Philadelphia, PA 19140 for K-Grade 5 and 3300 Henry Avenue, Philadelphia, PA 19129 for Grades 6-8 with a maximum total enrollment at the Henry Avenue location not to exceed 475 students. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades including Kindergarten, without Board of Education approval by action item; and be it

FURTHER RESOLVED, the School District and the Charter School acknowledge and agree that the Charter School has agreed to comply with the following Conditions for Renewal (“Conditions for Renewal”):

1. On or before December 1, 2022, the Charter School shall submit a compliant English as a Second Language (“ESL”) Policy to the Charter Schools Office including notification, identification, programming, and expectations for proficiency that is consistent with PDE Basic Education Circular on Educating English Learners. The Charter School shall implement such ESL Policy to ensure that English Learners are timely identified and that parents/guardians are notified of placements in the ESL program and of annual English Language Proficiency assessment results, all in their preferred language(s).
2. On or before December 1, 2022, the Charter School shall submit to the Charter Schools Office, for review and approval, a plan for tiered instruction that minimally includes: (i) a multi-tiered approach to differentiate instruction, (ii) a summary of the academic and behavior interventions that will be implemented school-wide, (iii) a summary of how ongoing assessments and progress monitoring will be used to provide information on student academic progress and behavioral outcomes, (iii) a summary of methods for assessing postsecondary transition goals, and (iv) a scope of staff training on the approaches described in this plan.
3. On or before December 1, 2022, the Charter School shall submit to the Charter Schools Office, for review and approval, a fully compliant enrollment packet for enrollment at the Charter School. Such enrollment packet shall clearly outline the five required types of documents to enroll in a public school (proof of age, proof of residency, immunizations, parent registration statement and statement aligned with Act 110 of 2020 regarding sexual assault, and home language survey) and shall clearly identify any other optional documents to be requested from families, which may not be required as a condition for enrollment. Additionally, if the Charter School ceases to only use for student applications the applyphillycharter.org process or subsequent online replacement process, any application form must be submitted to the Charter Schools Office at least forty-five (45) days in advance of use for approval as to form

and substance by the Charter Schools Office.

4. On or before December 1, 2022, the Charter School shall submit to the Charter Schools Office, for review and approval, a revised Admissions and Enrollment Policy with provisions clearly outlining the five required types of documents to enroll in a public school (acceptable proof of age documentation, acceptable proof of residency documentation, immunizations, signed parent registration statement and statement aligned with Act 110 of 2020 regarding sexual assault, and home language survey) and outlining waitlist notification timelines and parent/guardian required response timelines for when their child would be placed on the waitlist or their child would be offered a space at the Charter School from the waitlist.

5. On or before December 1, 2022, , the Charter School shall submit to the Charter Schools Office, for review and approval, a Code of Student Conduct that is compliant with 22 Pa. Code Chapter 12 and articulates students' due process rights and does not allow for suspension or expulsion as a consequence of truant behavior.

6. On or before December 1, 2022, the Charter School shall submit to the Charter Schools Office, for review and approval, a revised employee handbook and/or hiring policy that clearly outlines requirements and processes for the submission of current Pennsylvania State Police and federal criminal history record information, in accordance with 24 P.S. §§ 1-111 and 1-111.1, and official clearance statements regarding child injury or abuse from the Department of Public Welfare, in accordance with 23 Pa. C.S. Ch. 63 Subch. C.2., prior to employment by the Charter School and for the maintenance of satisfactory, statutorily current criminal history record information and child injury or child abuse clearance statements for the duration of employment with the Charter School.

7. By December 1, 2022, the Charter School shall submit to the Charter Schools Office, for review and approval, complete criminal history record information and child injury or child abuse clearance statements for all employees working during the 2022-2023 school year. By December 1, 2023, the Charter School shall submit to the Charter Schools Office for review complete criminal history record information and child injury or child abuse clearance statements for all employees working during the 2023-2024 school year. The Charter School shall maintain satisfactory, statutorily current criminal history record information and child injury or child abuse clearance statements for every employee for the duration of employment of such employee with the Charter School.

8. On or before December 1, 2022, the Board of Trustees shall submit to the Charter Schools Office, for review and approval, a revised student health services policy which clearly outlines all required student health, dental and vision screenings, immunization requirements and the Charter School's responsibility to provide physical and dental examinations, in accordance with 28 Pa. Code Chapter 23 and the Public School Code. Annually, the Charter School shall timely submit all School Health Annual Reimbursement Request System ("SHARRS") reports to the Pennsylvania Department of Health with a copy to the Charter Schools Office at the time of submission to the Pennsylvania Department of Health.

9. On or before November 1, 2022, the Charter School shall discontinue

audio recording in conjunction with video recording of any individuals in any Charter School facility. The Board of Trustees shall provide a sworn written certification to the Charter Schools Office to evidence that the audio recording has been discontinued. Further, by December 1, 2022, the Board of Trustees shall adopt and shall submit to the Charter Schools Office for review and approval a Recording Policy and Process which addresses: (i) video recording only in designated common areas of the Charter School facilities and not in bathrooms, classrooms, offices, and teacher and staff common gathering rooms; and (ii) the storage, maintenance and use of previously recorded video and audio recordings, in accordance with the Family Educational Rights and Privacy Act ("FERPA") and the Federal and Pennsylvania Wiretap laws. The Board of Trustees shall revise the Parent/Student Handbook and School Guidelines, Employee Handbook, and Student Records Policy as necessary to advise all students, families and staff regarding the approved recording policy and the storage, maintenance and use of any recordings. The Board of Trustees shall revise, post and maintain openly visible signage at each entrance to the school facilities, at sign-in areas, and at other appropriate common areas of the Charter School advising of the video recording. Access to any recordings shall be limited to the Charter School's Chief Executive Officer, the technical vendor (currently K12.IT) and as otherwise determined by the Board of Trustees through board action.

10. The Board of Trustees shall ensure the preparation and filing of the Charter School's Annual Report with the Pennsylvania Department of Education by August 1st each year.

11. Beginning November 1, 2022, the Board of Trustees shall ensure that the dates, times, and locations of, and means to allow for virtual attendance at, scheduled Board meetings for the upcoming school year are posted on the Charter School's website and that any updates to the Board meeting schedule are posted timely along with agendas for all meetings. The Board of Trustees shall post minutes from Board meetings on the Charter School's website within two weeks after approval by the Board of Trustees, but not later than after the conclusion of a second consecutive board meeting after each meeting, and shall remain posted for a minimum of one year from date of Board meeting.

12. Commencing with the 2022-2023 school year, the Board of Trustees shall elect Board officers, shall hold Board members to established term lengths and limits, shall ensure that the Board has the minimum required number of Board members, and shall fill open Board seats in a timely fashion, in accordance with the Charter School's Bylaws. The Charter School's website must include a list of all individuals serving on the Board of Trustees and include direct, functioning, email addresses for each individual. On an annual basis, the Charter School shall provide to the School District an updated list of the members of the Board of Trustees either by Epicenter or any subsequent School District system.

13. On or before December 1, 2022, the Charter School shall submit to the Charter Schools Office, for review and approval, a Charter School Trustees Training Plan in compliance with Act 55 of 2017. Such Board training shall include, at a minimum, training on instruction and academic programs, personnel, governance, operations, fiscal management, ethics, open meetings, laws and regulations applicable to charter schools, and trauma-informed instruction in accordance with Act

18 of 2019. On or before December 1, 2022, the Charter School shall notify the Charter Schools Office of the name and qualifications of the entity providing the Board training.

14. By June 30, 2023, the Board of Trustees shall amend the Bylaws to require a minimum of five (5) members to sit on the Board of Trustees. The Board of Trustees shall appoint and elect at least three (3) new Board members during the 2022-2023 school year. By June 30, 2023, the Board of Trustees shall nominate and elect a Board member with an education leadership background with experience in primary and secondary school education; a Board member with a financial services background; and a Board member with experience on another board of trustees or board of directors for a similar educational organization. The Board of Trustees shall provide copies of the resumes for these Board members to the Charter Schools Office once the new Board members have been elected to the Board. By December 1, 2022, the Board of Trustees shall select and engage an independent organization ("Board Consultant") to support the recruitment and onboarding of new Board members for the Board of Trustees from a list of such organizations compiled and presented by the Charter Schools Office. The Charter School shall be responsible for the cost of the services of such Board Consultant. By January 4, 2023, the Charter School shall prepare a scope of work for the Board Consultant services and submit it to the Charter Schools Office for review and approval. The Board of Trustees shall update the Charter Schools Office at least quarterly during the 2022-2023 and 2023-2024 school years about the work being performed by the Board Consultant and the Board Consultant's interactions with the Board of Trustees.

15. In compliance with the Public Employees and Officials Ethics Act ("Ethics Act"), the Board of Trustees shall ensure that all members of the Board of Trustees and all public employees employed by the Charter School, as defined by the Ethics Act (hereafter "covered individuals"), submit Statements of Financial Interest ("SOFI") for the previous year by May 1st each year. The Charter School shall take sufficient steps to communicate with all covered individuals to ensure that all covered individuals submit a SOFI for the previous calendar year by May 1st each year. Sufficient steps shall be defined as communicating to all covered individuals by regular mail and email about the covered individual's obligation to submit a SOFI on or before May 1st of each calendar year as a condition of their Board membership or employment. If the covered individual has not provided the required SOFI by the May 1st deadline, that individual will not be permitted to perform his or her duties for the Charter School either as an employee or a board member during the 30-day window provided by the Ethics Act. If the covered individual who is an employee does not submit a completed SOFI by May 31st, then Board of Trustees shall terminate the employment of any public employee; for those board members who have not submitted a completed SOFI by May 31st, the Board shall take a public vote at the June meeting to remove any covered individual who has not timely submitted their SOFI. The Charter School shall inform the covered individual regarding the public vote and their dismissal by certified mail. The Charter School shall follow the same protocol for any covered individuals who are no longer associated with the Charter School, with the exception that no public removal vote shall be necessary for those noncompliant covered individuals. The Charter School shall submit documentation to the CSO by June 1st each year to determine compliance with this provision.

16. The Charter School shall submit to the Charter Schools Office, for review and approval, an approved budget for the 2023-2024 school year within 30 calendar days of June 30, 2023. Any approved amendments to the Charter School's budget shall be submitted to the Charter Schools Office within ten (10) business days of approval by the Charter School Board of Trustees.

17. On or before December 1, 2022, the Charter School shall submit to the Charter Schools Office a 3-Year Financial Plan for FY23-FY25 and a 5-Year Financial Plan for FY23-FY27 outlining goals in order for the Charter School to achieve short-term financial health and long-term financial sustainability in accordance with the metrics in the Charter School Performance Framework including current ratios, average days cash on hand, net positions, non-restricted fund balances, debt ratios and debt service coverage ratios.

18. The Charter School shall achieve an Overall Rating for Organizational Compliance and Viability Domain of "Approaches Standard" or "Meets Standard" for the 2023-2024 ACE-R or similar document.

19. The Charter School shall achieve an Overall Rating for Financial Health and Sustainability Domain of "Approaches Standard" or "Meets Standard" for the 2023-2024 ACE-R or similar document.

20. The Charter School shall maintain safe and clean food facilities and shall promptly remediate any non-compliance identified by the City of Philadelphia Department of Public Health and Office of Food Protection.

21. The Charter School shall ensure that all fire drills and school safety drills are annually conducted and that all Charter School facilities are maintained in compliance with the Philadelphia Fire Code and other applicable laws;

and be it

FURTHER RESOLVED, that all Conditions for Renewal and updated academic performance, organizational compliance and viability, and financial health and sustainability information will be reviewed by the Charter Schools Office in the 2022-2023 school year and the 2023-2024 school year as part of the ACE and ACE-R process. The Charter Schools Office will make a determination and notify the Charter School on whether any of the Conditions for Renewal are not met fully by the Charter School after data for the applicable Condition for Renewal and school year is available; and be it

FURTHER RESOLVED, that during the 2023-2024 school year, the Charter School will be included in the renewal cohort for a determination of whether the Conditions for Renewal have been met, a complete evaluation of the Charter School's performance under the components of the Charter School Performance Framework, and whether the Charter School's Charter should be recommended for renewal for a subsequent term. Should the Charter School's Charter be renewed during or following the 2023-2024 school year, the renewal term would be for a term commencing on July 1, 2023 and ending on June 30, 2028; and be it

FURTHER RESOLVED, that the Charter School has agreed to the following provisions

related to the School District's Charter School Performance Framework:

1. The Charter School agrees to participate in the School District's Charter School Performance Framework. The Charter School Performance Framework includes an annual assessment of the Charter School's academic, financial, and organizational performance as well as compliance with Applicable Laws. Organizational performance includes, but is not limited to, a review of the Charter School's admissions and enrollment policies and practices, student discipline practices, special education programming, ELL programming, and Board of Trustees governance in order to assess compliance with the Charter and Applicable Laws, federal, state and local guidance, policies, and Charter Schools Office procedures. Financial performance includes, but is not limited to, a review of the Charter School's financial health and long-term sustainability, and generally accepted standards of fiscal management.
2. The Charter School agrees to provide or allow to be provided to the School District and the Charter Schools Office all records, including student level academic performance, necessary to properly assess the academic success, organizational compliance and viability, and financial health and sustainability of the Charter School under the Charter School Performance Framework, timely and pursuant to Charter Schools Office procedures.
3. The Charter School acknowledges that achieving the performance objectives identified in the Charter School Performance Framework is critical to meeting the needs of public school students in Philadelphia. The Charter School shall actively monitor its own progress towards achieving objectives identified in the Charter School Performance Framework. The Charter Schools Office may also evaluate any or all of the performance domains – academic, organizational and financial – on an annual basis formally.
4. During the Term of the Charter, changes to the Charter School Performance Framework may be made as a result of changes to Applicable Laws or changes to charter school data availability and minor changes may be made as a result of needed adjustments to academic, financial and organizational assessment criteria. The Charter Schools Office will provide notice to charter schools in Philadelphia of any change to the Charter School Performance Framework prior to implementation of such change. The Charter Schools Office would use its best efforts to solicit feedback on changes from Philadelphia charter schools in advance of implementation of changes.

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Final Action Item

Type

Supporting Document

Re: Laboratory Charter School for Communication and Languages:
Authorization to Execute Agreement on One-Year Renewal and
Renew Charter for One Year

WHEREAS, the Board of Education granted a charter to LABORATORY CHARTER SCHOOL FOR COMMUNICATION AND LANGUAGES (“Laboratory” or “Charter School”) to operate a charter school for a four-year term commencing in 1998; and

WHEREAS, the School Reform Commission (“SRC”) renewed the Charter for five-year terms in 2002 and 2007; in 2014, the SRC renewed the Charter for a five-year term commencing in 2012; and in 2018, the SRC renewed the Charter for a five-year term commencing in 2017 (hereinafter referred to as “Charter”); and

WHEREAS, on April 30, 2020, the Board of Education approved Action Item No. #4, granting an Amendment for the Charter School to relocate its operations to its current charter school facilities (“Amendment”); and

WHEREAS, on June 23, 2022, the Board of Education, by Action Item No. 88 (“Action Item 88”), approved the issuance of a Notice of Nonrenewal (“Notice of Nonrenewal”) of the Charter School’s Charter and public hearings on the Notice of Nonrenewal were scheduled to begin on October 11, 2022 and have been postponed until October 31, 2022; and

WHEREAS, the Charter School has agreed that it has received a copy of Action Item 88; and

WHEREAS, the Charter School and the Charter Schools Office of the School District have engaged in discussions regarding the issues in Action Item 88 and the need for additional academic and other information to assess the performance and operations of the Charter School and whether to renew the Charter for an additional five (5) years; and

WHEREAS, in exchange for the promises set forth herein, the parties have agreed to a one-year Charter renewal with certain Conditions for Renewal to be reviewed as part of the Charter School Office’s Annual Charter Evaluation (“ACE”) during the 2022-2023 and the 2023-2024 school years; now be it

RESOLVED, that the Board of Education agrees to withdraw the Notice of Nonrenewal and cancel the public hearings on the nonrenewal of the Charter School’s Charter; and be it

FURTHER RESOLVED, that the Board of Education hereby (i) authorizes the President of the Board of Education to execute the Agreement on One-Year Renewal with Laboratory, effective upon the full execution of the Agreement on One-Year Renewal by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and (ii) renews Laboratory's Charter ("Renewal Charter"), subject to the terms and conditions agreed to by the Charter School including the Conditions for Renewal as set forth below, for a one-year term commencing on July 1, 2022 and ending on June 30, 2023, effective upon the full execution of the Renewal Charter by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, the School District and the Charter School acknowledge and agree that the Charter School will enroll students only in Kindergarten to Grade 8 with a maximum of 1075 students during the Term of the Charter, unless the parties agree in writing to other terms. The maximum total enrollment of 1075 students may be at only two locations: 926 W. Sedgley Avenue, Philadelphia, PA 19140 for K-Grade 5 and 3300 Henry Avenue, Philadelphia, PA 19129 for Grades 6-8 with a maximum total enrollment at the Henry Avenue location not to exceed 475 students. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades including Kindergarten, without Board of Education approval by action item; and be it

FURTHER RESOLVED, the School District and the Charter School acknowledge and agree that the Charter School has agreed to comply with the following Conditions for Renewal ("Conditions for Renewal"):

1. On or before December 1, 2022, the Charter School shall submit a compliant English as a Second Language ("ESL") Policy to the Charter Schools Office including notification, identification, programming, and expectations for proficiency that is consistent with PDE Basic Education Circular on Educating English Learners. The Charter School shall implement such ESL Policy to ensure that English Learners are timely identified and that parents/guardians are notified of placements in the ESL program and of annual English Language Proficiency assessment results, all in their preferred language(s).
2. On or before December 1, 2022, the Charter School shall submit to the Charter Schools Office, for review and approval, a plan for tiered instruction that minimally includes: (i) a multi-tiered approach to differentiate instruction, (ii) a summary of the academic and behavior interventions that will be implemented school-wide, (iii) a summary of how ongoing assessments and progress monitoring will be used to provide information on student academic progress and behavioral outcomes, (iii) a summary of methods for assessing postsecondary transition goals, and (iv) a scope of staff training on the approaches described in this plan.

3. On or before December 1, 2022, the Charter School shall submit to the Charter Schools Office, for review and approval, a fully compliant enrollment packet for enrollment at the Charter School. Such enrollment packet shall clearly outline the five required types of documents to enroll in a public school (proof of age, proof of residency, immunizations, parent registration statement and statement aligned with Act 110 of 2020 regarding sexual assault, and home language survey) and shall clearly identify any other optional documents to be requested from families, which may not be required as a condition for enrollment. Additionally, if the Charter School ceases to only use for student applications the applyphillycharter.org process or subsequent online replacement process, any application form must be submitted to the Charter Schools Office at least forty-five (45) days in advance of use for approval as to form and substance by the Charter Schools Office.

4. On or before December 1, 2022, the Charter School shall submit to the Charter Schools Office, for review and approval, a revised Admissions and Enrollment Policy with provisions clearly outlining the five required types of documents to enroll in a public school (acceptable proof of age documentation, acceptable proof of residency documentation, immunizations, signed parent registration statement and statement aligned with Act 110 of 2020 regarding sexual assault, and home language survey) and outlining waitlist notification timelines and parent/guardian required response timelines for when their child would be placed on the waitlist or their child would be offered a space at the Charter School from the waitlist.

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6. On or before December 1, 2022, the Charter School shall submit to the Charter Schools Office, for review and approval, a revised employee handbook and/or hiring policy that clearly outlines requirements and processes for the submission of current Pennsylvania State Police and federal criminal history record information, in accordance with 24 P.S. §§ 1-111 and 1-111.1, and official clearance statements regarding child injury or abuse from the Department of Public Welfare, in accordance with 23 Pa. C.S. Ch. 63 Subch. C.2., prior to employment by the Charter School and for the maintenance of satisfactory, statutorily current criminal history record information and child injury or child abuse clearance statements for the duration of employment with the Charter School.

7. By December 1, 2022, the Charter School shall submit to the Charter Schools Office, for review and approval, complete criminal history record

information and child injury or child abuse clearance statements for all employees working during the 2022-2023 school year. By December 1, 2023, the Charter School shall submit to the Charter Schools Office for review complete criminal history record information and child injury or child abuse clearance statements for all employees working during the 2023-2024 school year. The Charter School shall maintain satisfactory, statutorily current criminal history record information and child injury or child abuse clearance statements for every employee for the duration of employment of such employee with the Charter School.

8. On or before December 1, 2022, the Board of Trustees shall submit to the Charter Schools Office, for review and approval, a revised student health services policy which clearly outlines all required student health, dental and vision screenings, immunization requirements and the Charter School's responsibility to provide physical and dental examinations, in accordance with 28 Pa. Code Chapter 23 and the Public School Code. Annually, the Charter School shall timely submit all School Health Annual Reimbursement Request System ("SHARRS") reports to the Pennsylvania Department of Health with a copy to the Charter Schools Office at the time of submission to the Pennsylvania Department of Health.

9. On or before November 1, 2022, the Charter School shall discontinue audio recording in conjunction with video recording of any individuals in any Charter School facility. The Board of Trustees shall provide a sworn written certification to the Charter Schools Office to evidence that the audio recording has been discontinued. Further, by December 1, 2022, the Board of Trustees shall adopt and shall submit to the Charter Schools Office for review and approval a Recording Policy and Process which addresses: (i) video recording only in designated common areas of the Charter School facilities and not in bathrooms, classrooms, offices, and teacher and staff common gathering rooms; and (ii) the storage, maintenance and use of previously recorded video and audio recordings, in accordance with the Family Educational Rights and Privacy Act ("FERPA") and the Federal and Pennsylvania Wiretap laws. The Board of Trustees shall revise the Parent/Student Handbook and School Guidelines, Employee Handbook, and Student Records Policy as necessary to advise all students, families and staff regarding the approved recording policy and the storage, maintenance and use of any recordings. The Board of Trustees shall revise, post and maintain openly visible signage at each entrance to the school facilities, at sign-in areas, and at other appropriate common areas of the Charter School advising of the video recording. Access to any recordings shall be limited to the Charter School's Chief Executive Officer, the technical vendor (currently K12.IT) and as otherwise determined by the Board of Trustees through board action.

10. The Board of Trustees shall ensure the preparation and filing of the Charter School's Annual Report with the Pennsylvania Department of Education by August 1st each year.

11. Beginning November 1, 2022, the Board of Trustees shall ensure that the dates, times, and locations of, and means to allow for virtual attendance at, scheduled Board meetings for the upcoming school year are posted on the Charter School's website and that any updates to the Board meeting schedule are posted timely along with agendas for all meetings. The Board of Trustees shall post minutes from Board meetings on the Charter School's website within two weeks after approval by the Board of Trustees, but not later than after the conclusion of a second consecutive board meeting after each meeting, and shall remain posted for a minimum of one year from date of Board meeting.

12. Commencing with the 2022-2023 school year, the Board of Trustees shall elect Board officers, shall hold Board members to established term lengths and limits, shall ensure that the Board has the minimum required number of Board members, and shall fill open Board seats in a timely fashion, in accordance with the Charter School's Bylaws. The Charter School's website must include a list of all individuals serving on the Board of Trustees and include direct, functioning, email addresses for each individual. On an annual basis, the Charter School shall provide to the School District an updated list of the members of the Board of Trustees either by Epicenter or any subsequent School District system.

13. On or before December 1, 2022, the Charter School shall submit to the Charter Schools Office, for review and approval, a Charter School Trustees Training Plan in compliance with Act 55 of 2017. Such Board training shall include, at a minimum, training on instruction and academic programs, personnel, governance, operations, fiscal management, ethics, open meetings, laws and regulations applicable to charter schools, and trauma-informed instruction in accordance with Act 18 of 2019. On or before December 1, 2022, the Charter School shall notify the Charter Schools Office of the name and qualifications of the entity providing the Board training.

14. By June 30, 2023, the Board of Trustees shall amend the Bylaws to require a minimum of five (5) members to sit on the Board of Trustees. The Board of Trustees shall appoint and elect at least three (3) new Board members during the 2022-2023 school year. By June 30, 2023, the Board of Trustees shall nominate and elect a Board member with an education leadership background with experience in primary and secondary school education; a Board member with a financial services background; and a Board member with experience on another board of trustees or board of directors for a similar educational organization. The Board of Trustees shall provide copies of the resumes for these Board members to the Charter Schools Office once the new Board members have been elected to the Board. By December 1, 2022, the Board of Trustees shall select and engage an independent organization ("Board Consultant") to support the recruitment and onboarding of new Board members for the Board of Trustees from a list of such organizations compiled and presented by the Charter Schools Office. The Charter School shall be responsible for the cost of the services of such Board Consultant. By January 4, 2023, the Charter School shall prepare a

scope of work for the Board Consultant services and submit it to the Charter Schools Office for review and approval. The Board of Trustees shall update the Charter Schools Office at least quarterly during the 2022-2023 and 2023-2024 school years about the work being performed by the Board Consultant and the Board Consultant's interactions with the Board of Trustees.

15. In compliance with the Public Employees and Officials Ethics Act ("Ethics Act"), the Board of Trustees shall ensure that all members of the Board of Trustees and all public employees employed by the Charter School, as defined by the Ethics Act (hereafter "covered individuals"), submit Statements of Financial Interest ("SOFI") for the previous year by May 1st each year. The Charter School shall take sufficient steps to communicate with all covered individuals to ensure that all covered individuals submit a SOFI for the previous calendar year by May 1st each year. Sufficient steps shall be defined as communicating to all covered individuals by regular mail and email about the covered individual's obligation to submit a SOFI on or before May 1st of each calendar year as a condition of their Board membership or employment. If the covered individual has not provided the required SOFI by the May 1st deadline, that individual will not be permitted to perform his or her duties for the Charter School either as an employee or a board member during the 30-day window provided by the Ethics Act. If the covered individual who is an employee does not submit a completed SOFI by May 31st, then Board of Trustees shall terminate the employment of any public employee; for those board members who have not submitted a completed SOFI by May 31st, the Board shall take a public vote at the June meeting to remove any covered individual who has not timely submitted their SOFI. The Charter School shall inform the covered individual regarding the public vote and their dismissal by certified mail. The Charter School shall follow the same protocol for any covered individuals who are no longer associated with the Charter School, with the exception that no public removal vote shall be necessary for those noncompliant covered individuals. The Charter School shall submit documentation to the CSO by June 1st each year to determine compliance with this provision.

16. The Charter School shall submit to the Charter Schools Office, for review and approval, an approved budget for the 2023-2024 school year within 30 calendar days of June 30, 2023. Any approved amendments to the Charter School's budget shall be submitted to the Charter Schools Office within ten (10) business days of approval by the Charter School Board of Trustees.

17. On or before December 1, 2022, the Charter School shall submit to the Charter Schools Office a 3-Year Financial Plan for FY23-FY25 and a 5-Year Financial Plan for FY23-FY27 outlining goals in order for the Charter School to achieve short-term financial health and long-term financial sustainability in accordance with the metrics in the Charter School Performance Framework including current ratios, average days cash on hand, net positions, non-restricted fund balances, debt ratios and debt service coverage ratios.

18. The Charter School shall achieve an Overall Rating for Organizational Compliance and Viability Domain of "Approaches Standard" or "Meets Standard" for the 2023-2024 ACE-R or similar document.

19. The Charter School shall achieve an Overall Rating for Financial Health and Sustainability Domain of "Approaches Standard" or "Meets Standard" for the 2023-2024 ACE-R or similar document.

20. The Charter School shall maintain safe and clean food facilities and shall promptly remediate any non-compliance identified by the City of Philadelphia Department of Public Health and Office of Food Protection.

21. The Charter School shall ensure that all fire drills and school safety drills are annually conducted and that all Charter School facilities are maintained in compliance with the Philadelphia Fire Code and other applicable laws;

and be it

FURTHER RESOLVED, that all Conditions for Renewal and updated academic performance, organizational compliance and viability, and financial health and sustainability information will be reviewed by the Charter Schools Office in the 2022-2023 school year and the 2023-2024 school year as part of the ACE and ACE-R process. The Charter Schools Office will make a determination and notify the Charter School on whether any of the Conditions for Renewal are not met fully by the Charter School after data for the applicable Condition for Renewal and school year is available; and be it

FURTHER RESOLVED, that during the 2023-2024 school year, the Charter School will be included in the renewal cohort for a determination of whether the Conditions for Renewal have been met, a complete evaluation of the Charter School's performance under the components of the Charter School Performance Framework, and whether the Charter School's Charter should be recommended for renewal for a subsequent term. Should the Charter School's Charter be renewed during or following the 2023-2024 school year, the renewal term would be for a term commencing on July 1, 2023 and ending on June 30, 2028; and be it

FURTHER RESOLVED, that the Charter School has agreed to the following provisions related to the School District's Charter School Performance Framework:

1. The Charter School agrees to participate in the School District's Charter School Performance Framework. The Charter School Performance Framework includes an annual assessment of the Charter School's academic, financial, and organizational performance as well as compliance with Applicable Laws. Organizational performance includes, but is not limited to, a review of the Charter School's admissions and enrollment policies and practices, student discipline practices, special education programming, ELL programming, and Board of

Trustees governance in order to assess compliance with the Charter and Applicable Laws, federal, state and local guidance, policies, and Charter Schools Office procedures. Financial performance includes, but is not limited to, a review of the Charter School's financial health and long-term sustainability, and generally accepted standards of fiscal management.

2. The Charter School agrees to provide or allow to be provided to the School District and the Charter Schools Office all records, including student level academic performance, necessary to properly assess the academic success, organizational compliance and viability, and financial health and sustainability of the Charter School under the Charter School Performance Framework, timely and pursuant to Charter Schools Office procedures.

3. The Charter School acknowledges that achieving the performance objectives identified in the Charter School Performance Framework is critical to meeting the needs of public school students in Philadelphia. The Charter School shall actively monitor its own progress towards achieving objectives identified in the Charter School Performance Framework. The Charter Schools Office may also evaluate any or all of the performance domains – academic, organizational and financial – on an annual basis formally.

4. During the Term of the Charter, changes to the Charter School Performance Framework may be made as a result of changes to Applicable Laws or changes to charter school data availability and minor changes may be made as a result of needed adjustments to academic, financial and organizational assessment criteria. The Charter Schools Office will provide notice to charter schools in Philadelphia of any change to the Charter School Performance Framework prior to implementation of such change. The Charter Schools Office would use its best efforts to solicit feedback on changes from Philadelphia charter schools in advance of implementation of changes.

Action Item - 23.

Title: First Philadelphia Preparatory Charter School – Application for Charter Renewal - Added 10.18.2022 - FAILED

Board of Education Meeting Date: 10/20/2022

Title: First Philadelphia Preparatory Charter School – Application for Charter Renewal

Term: July 1, 2022 through June 30, 2027

Amendment: None

Description: First Philadelphia Preparatory Charter School applied for renewal of its charter in the 2021-22 school year. A renewal evaluation of this charter school was completed by the Charter Schools Office in 2021-22, and the latest Annual Charter Evaluation with renewal recommendation was completed in 2022 (ACE-R - Renewal Recommendation). The CSO has recommended a five-year renewal with school-specific conditions, effective July 1, 2022. The renewal includes school-specific conditions related to: (i) the submission of a conflict of interest policy that is in compliance with the Nonprofit Law and the Ethics Act and the submission conflict waivers if legal counsel for the Charter School also represents the management organization for the Charter School, (ii) the implementation of a lottery process that is in alignment with their charter agreement; and (iii) ongoing compliance with all student rights during the expulsion recommendation process. The Board of Education will consider this application for charter renewal.

Office Originating Request: Board of Education

ATTACHMENTS:

Description

ACE-R First Philadelphia

Type

Supporting Document

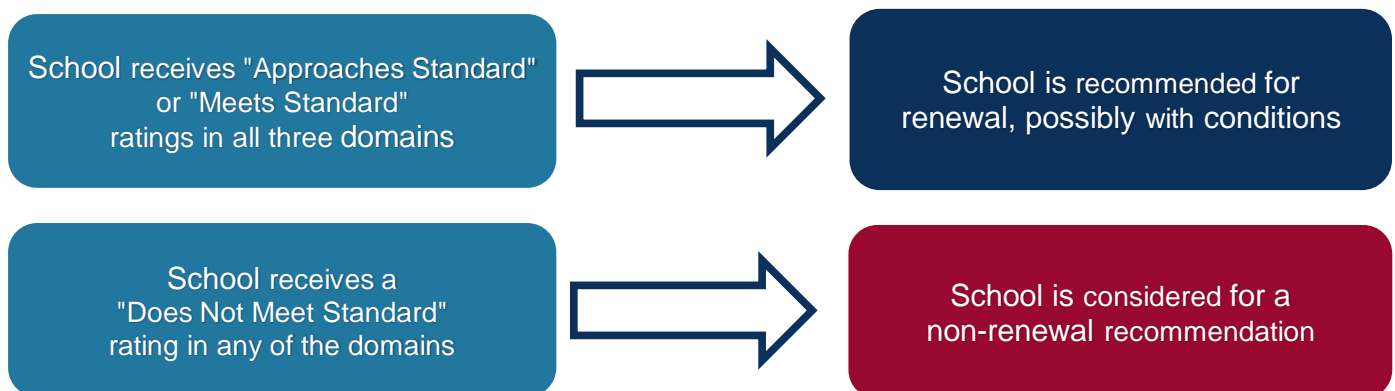
REPORT PURPOSE

This report is the primary means by which the Charter Schools Office (CSO) of The School District of Philadelphia (District) presents its findings and recommendations regarding a charter school's application for charter renewal to the Board of Education. At the end of each charter term, Pennsylvania requires charter school authorizers to conduct a comprehensive review of a charter school's performance during that term.

The CSO bases its recommendation to renew a charter for a subsequent charter term on a comprehensive review of the current charter term across three domains: Academic Success, Organizational Compliance and Viability, and Financial Health and Sustainability. The Charter School Performance Framework provides a detailed outline of the standards and categories that the CSO evaluates within each domain. Each domain receives a rating of "Meets Standard," "Approaches Standard," or "Does Not Meet Standard" based on points and ratings received. The Charter School Performance Framework also outlines the point and rating system.

These ratings and the substance of the evidence within each domain guide the overall renewal recommendation. If a charter school receives a "Does Not Meet Standard" rating in one or more domains, the CSO will review all evidence and data underlying the ratings to determine whether it will recommend a charter school for non-renewal.

How Performance Impacts Renewal



Annual Charter Evaluation 2021-22

Renewal Recommendation Report

First Philadelphia Preparatory Charter School

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General Information	
Address	4300 Tacony St., 19124
Phone	215-743-3100
Website	http://www.ap-schools.org/First-Phila-Prep/
Network	American Paradigm Schools
History	Opened in 2002
Current Term	2017-18 to 2021-22
Admission	Citywide with Neighborhood Preference
Mission	<i>"The mission of First Philadelphia Preparatory Charter School is to provide a well-balanced literacy-based education, contributing to the formation of life-long learners and leaders of the global community."</i>

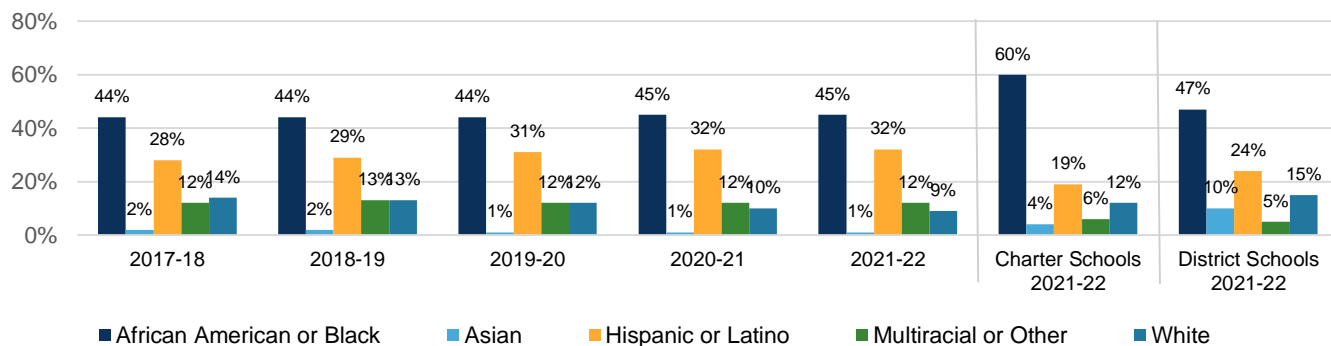
Leadership, Grades Served, and Enrollment History				
School Year	School Leader	Grades Served	Total Enrollment (as of October 1)	Authorized Enrollment
2017-18	Dr. Joseph E. Gillespie	K-12	1827	1880
2018-19	Dr. Joseph E. Gillespie	K-12	1888	1880
2019-20	Dr. Joseph E. Gillespie	K-12	1901	1880
2020-21	Deborah Smith	K-12	1869	1880
2021-22	Deborah Smith	K-12	1815	1880

Pennsylvania School Performance Profile Scores			
School Year	This School	Charter School Average	District School Average
2017-18	53	57.8	54.8
2018-19	47.6	58.6	54.1
2019-20	N/A	N/A	N/A
2020-21	N/A	N/A	N/A

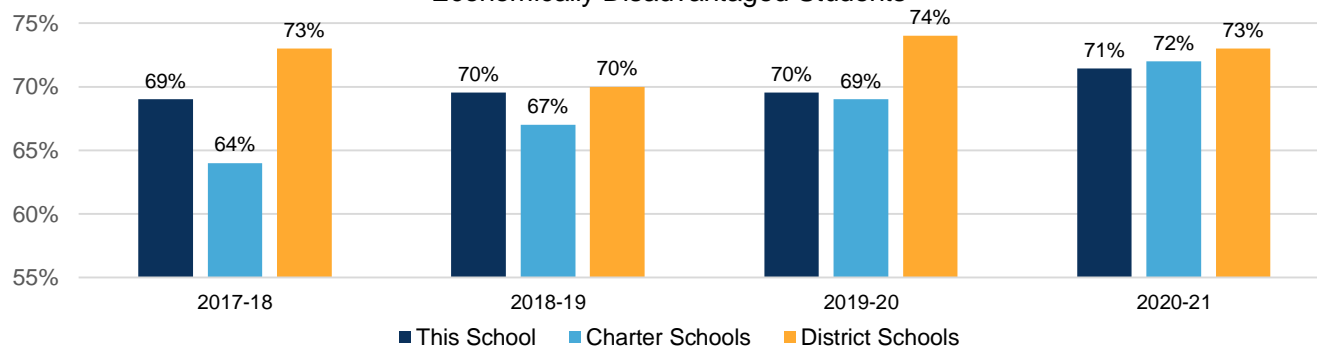
Similar Schools Groups
<p>Similar Schools Groups (SSGs) are comprised of District and charter schools that are the same school type (ES, MS, K8, HS) and serve similar populations of students based on the percentages of students who are economically disadvantaged (+/-10%), students with disabilities (+/-5%), and English learners (+/-7.5%).</p> <p>Schools must fall within all three ranges to be included in a given school's SSG. If a school's SSG has fewer than five schools, the ranges expand to include five schools. The CSO updates SSGs annually.</p> <p>K-8 Similar Schools:</p> <p>Alliance For Progress Charter School, Anna B. Day School, Anna L. Lingelbach School, Edwin M. Stanton School, Franklin S. Edmonds School, Henry A. Brown School, Lindley Academy Charter at Birney, Maritime Academy Charter School (MACHS), Mastery Charter School at Hardy Williams, Samuel Gompers School, Samuel Pennypacker School, Sankofa Freedom Academy Charter School, Southwest Leadership Academy Charter School, Thomas K. Finletter School, Thomas Mifflin School, Universal Institute Charter School, West Oak Lane Charter School</p> <p>HS Similar Schools:</p> <p>Boys Latin of Philadelphia Charter School, Freire Charter School, High School of the Future, Imhotep Institute Charter High School, Maritime Academy Charter School (MACHS), Mastery Charter School at Thomas Campus, Philadelphia Electrical and Technology Charter School, Preparatory Charter School of Mathematics, Science, Technology and Careers, Roxborough High School, Sankofa Freedom Academy Charter School</p>

Student Demographics

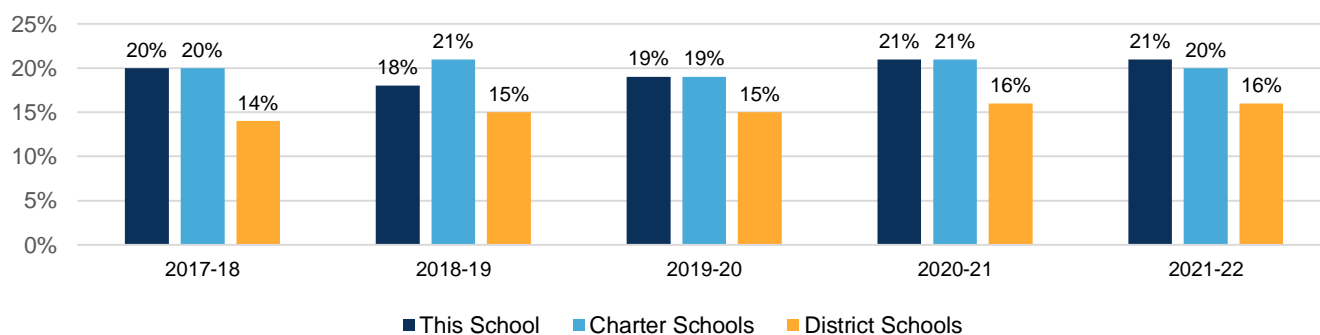
Race and Ethnicity



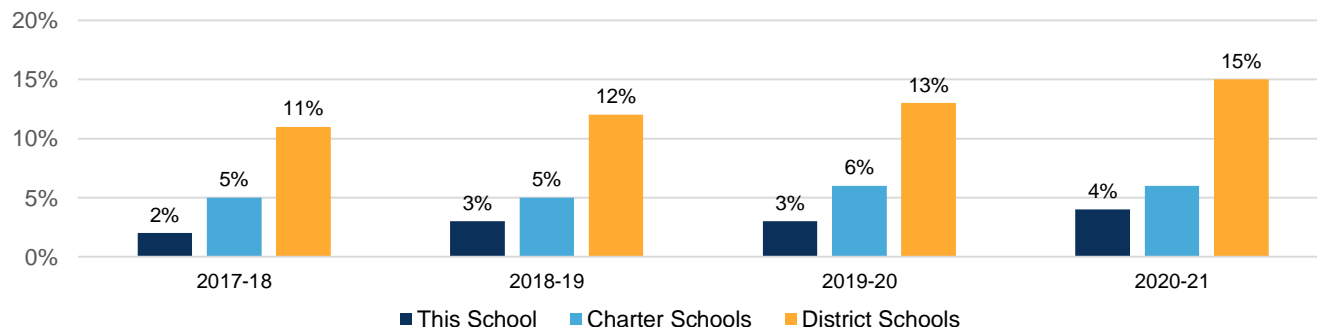
Economically Disadvantaged Students



Students with Disabilities



English Learners



Note: Reports include four years of data because EL status is verified in the fall of the subsequent school year.

EXECUTIVE SUMMARY OVERVIEW

The Executive Summary provides an overview of key indicators for a charter school evaluated during the comprehensive renewal process, which occurs in the last year of a charter term. The length of a charter term is typically five years for charter schools in Pennsylvania. The table below summarizes school performance information for all years of the charter term for which data is available across the three domains evaluated at renewal: Academic Success, Organizational Compliance and Viability, and Financial Health and Sustainability.

The following tables summarize whether the Charter School meets the standard (▲), approaches the standard (■) or does not meet the standard (▼) during the charter term. The Charter School Performance Framework outlines the point allocation for the standards and categories evaluated within each domain.

Renewal Recommendation: Five-Year Renewal with Conditions

Academic Success										K - 8 Domain Rating: Approaches Standard										9 - 12 Domain Rating: Does Not Meet Standard									
Category	Standard	SY 2017-18				SY 2018-19				SY 2019-20				SY 2020-21															
Proficiency		ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science																
	PSSA	▲	▼	▼	▼	▼	▼	N/A	N/A	N/A	N/A	N/A	N/A																
		Literature	Algebra I	Biology	Literature	Algebra I	Biology	Literature	Algebra I	Biology	Literature	Algebra I	Biology																
	Keystone	▼	▼	■	▼	■	▼	N/A	N/A	N/A	N/A	N/A	N/A																
Growth		ELA	Math	Sci. 4	Sci. 8	ELA	Math	Sci. 4	Sci. 8	ELA	Math	Sci. 4	Sci. 8	ELA	Math	Sci. 4	Sci. 8												
	PSSA All Students	▲	▲	▼	▼	▲	▲	▼	▼	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
	PSSA Lowest	▲	▲	▼	▲	▼	▼	▼	▲	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
		Literature	Algebra I	Biology	Literature	Algebra I	Biology	Literature	Algebra I	Biology	Literature	Algebra I	Biology	Literature	Algebra I	Biology													
	Keystone All Students	▼	▲	▲	▼	▼	▲	N/A	N/A	N/A	N/A	N/A	N/A																
	Keystone Lowest	▲	▼	▲	▲	▼	▲	N/A	N/A	N/A	N/A	N/A	N/A																
Attendance		K - 8		HS		K - 8		HS		K - 8		HS		K - 8		HS													
	95%+	▲		▲		▼		▼		N/A		N/A		▲		▼													
	Chronic Absenteeism	▲		▲		■		▼		N/A		N/A		▲		▼													
Postsecondary Readiness		HS				HS				HS				HS															
	Graduation	▲				▲				N/A				▲															
	SAT/ACT	▼				■				N/A				N/A															
	Matriculation	■				▼				N/A				▼															

Symbol Key							
▲	Full Credit	■	Half Credit	▼	No Credit	N/A	Not Applicable

Points Earned by Category and School Year								
	SY 2017-18		SY 2018-19		SY 2019-20		SY 2020-21	
	K-8	HS	K-8	HS	K-8	HS	K-8	HS
Proficiency	4 / 10	1.25 / 7.5	0 / 10	1.25 / 7.5	N/A	N/A	N/A	N/A
Growth	7.25 / 10	5 / 7.5	5.25 / 10	3.125 / 7.5	N/A	N/A	N/A	N/A
Attendance	5 / 5	5 / 5	1.25 / 5	0 / 5	N/A	N/A	5 / 5	0 / 5
Postsecondary Readiness	N/A	3.5 / 5	N/A	3.5 / 5	N/A	N/A	N/A	3 / 4
Total	16.25 / 25	14.75 / 25	6.5 / 25	7.875 / 25	N/A	N/A	5 / 5	3 / 9

EXECUTIVE SUMMARY

Organizational Compliance and Viability			Domain Rating: Approaches Standard
Category	Points Earned	Points Possible	Rating
Mission and Educational Program	N/A	15	N/A
Special Education	10	10	▲
English Learners	10	10	▲
Enrollment	7.5	15	■
Student Discipline	0	10	▼
Personnel	5	10	■
Food, Health, and Safety	5	10	■
Board Governance	7.5	15	■
Timely Reporting	5	5	▲

Financial Health and Sustainability		Domain Rating: Meets Standard			
Financial Health Category		FY18	FY19	FY20	FY21
Total Margin (% of Revenue)		▲	▲	■	▲
Current Ratio		▲	▲	▲	▲
Average Days Cash on Hand		▲	▲	▲	▲
Net Position (% of Revenue)		▲	▲	■	▲
Non-Restricted Fund Balance		▲	▲	■	▲
Debt Ratio		■	■	■	▲
Debt Service Coverage Ratio		▲	▲	▲	▲
Fiscal Management Category		FY18	FY19	FY20	FY21
Audit Findings		▲	▲	▼	▲
Delinquency and Default		▲	▲	▲	▲
PSERS		▲	▲	▲	▲
Financial Transactions		▲			
Related Parties		▲			
Payroll		▲			

Academic Success Domain Rating: Approaches Standard

Please note that state tests were not administered during the 2019-20 school year and participation was limited during the 2020-21 school year due to the COVID-19 pandemic. For those reasons, data for PSSA and Keystone tests will not be displayed.

PROFICIENCY

Proficiency rates are compared to the same grades served by the Charter School in two comparison groups: Similar Schools (charter and District schools with similar demographics) and District Schools. Schools earn full credit if their proficiency rate meets or exceeds both Similar Schools and District Schools and half credit for meeting or exceeding only one of the comparison groups.

PSSA Proficiency: 20% of points possible

PSSA Proficiency Rates									
	ELA Grades 3 - 8			Math Grades 3 - 8			Science Grades 4 & 8		
Points Possible:	4 per year			4 per year			2 per year		
School Year	This School	Similar Schools	District Schools	This School	Similar Schools	District Schools	This School	Similar Schools	District Schools
2017-18	38%	38%	37%	13%	15%	21%	35%	38%	36%
2018-19	36%	43%	37%	12%	22%	23%	38%	48%	41%
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Keystone Proficiency: 17% of points possible

Keystone Proficiency Rates									
	Literature			Algebra I			Biology		
Points Possible:	2.5 per year			2.5 per year			2.5 per year		
School Year	This School	Similar Schools	District Schools	This School	Similar Schools	District Schools	This School	Similar Schools	District Schools
2017-18	36%	41%	54%	21%	23%	43%	19%	19%	40%
2018-19	31%	45%	51%	26%	23%	40%	22%	25%	38%
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

GROWTH

The Pennsylvania Department of Education (PDE) sets the Average Growth Indexes (AGI) standard for all schools (see chart below). Schools earn full credit for overall and lowest performing AGIs at or above -1, the minimum score reflecting evidence that the school met the growth standard, and no credit for AGIs below -1, which indicates that there was evidence that the school did not meet the growth standard.

PSSA Growth: 63% of points possible

PSSA Average Growth Indexes								
	ELA Grades 4 - 8		Math Grades 4 - 8		Science Grade 4		Science Grade 8	
Points Possible:	2.5 per year	1 per year	2.5 per year	1 per year	1.25 per year	0.25 per year	1.25 per year	0.25 per year
School Year	All Students	Lowest Performing	All Students	Lowest Performing	All Students	Lowest Performing	All Students	Lowest Performing
2017-18	2.98	0.42	6.99	3.99	-6.02	-2.67	-5.75	-0.48
2018-19	-0.45	-2.45	-0.68	-1.23	-4.46	-2.38	-2.20	-0.55
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Keystone Growth: 54% of points possible

Keystone Average Growth Indexes						
	Literature		Algebra I		Biology	
Points Possible	1.875 per year	0.625 per year	1.875 per year	0.625 per year	1.875 per year	0.625 per year
School Year	All Students	Lowest Performing	All Students	Lowest Performing	All Students	Lowest Performing
2017-18	-1.46	-0.89	-0.94	-1.12	-0.48	2.11
2018-19	-1.48	-0.44	-3.03	-1.88	-0.99	2.00
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A

PA Department of Education Growth Measure				
< -2.0 Significant evidence that the school did not meet the standard for PA Academic Growth	-2.0 to -1.0 Moderate evidence that the school did not meet the standard for PA Academic Growth	-1.0 to 1.0 Evidence that the school met the standard for PA Academic Growth	1.0 to 2.0 Moderate evidence that the school exceeded the standard for PA Academic Growth	> 2.0 Significant evidence that the school exceeded the standard for PA Academic Growth

ATTENDANCE

Attendance rates are compared to the same grades served by the Charter School in two comparison groups: Similar Schools (charter and District schools with similar demographics) and District Schools.

Schools earn full credit if their 95%+ attendance rate (the percentage of students attending 95% or more instructional days) meets or exceeds both Similar Schools and District Schools and earn half credit for meeting or exceeding only one of the comparison groups.

Schools earn full credit if their chronic absenteeism rate (the percentage of students attending fewer than 90% of instructional days) is lower than both Similar Schools and District Schools and half credit if it is lower than one comparison group.

Please note that 2019-20 attendance data reflects attendance through March 13, 2020 and is for informational purposes only.

Grades K-8: 75% of points possible

95%+ Attendance Rates			
Grades K - 8			
Points Possible:	2.5 per year		
School Year	This School	Similar Schools	District Schools
2017-18	56%	55%	46%
2018-19	47%	55%	48%
2019-20	56%	65%	56%
2020-21	56%	54%	55%

Chronic Absenteeism Rates			
Grades K - 8			
Points Possible:	2.5 per year		
School Year	This School	Similar Schools	District Schools
2017-18	17%	19%	27%
2018-19	21%	19%	25%
2019-20	16%	14%	21%
2020-21	27%	29%	31%

Grades 9-12: 33% of points possible

95%+ Attendance Rates			
Grades 9 - 12			
Points Possible:	2.5 per year		
School Year	This School	Similar Schools	District Schools
2017-18	48%	30%	43%
2018-19	32%	37%	41%
2019-20	38%	48%	54%
2020-21	20%	49%	63%

Chronic Absenteeism Rates			
Grades 9 - 12			
Points Possible:	2.5 per year		
School Year	This School	Similar Schools	District Schools
2017-18	27%	48%	36%
2018-19	41%	37%	38%
2019-20	34%	29%	28%
2020-21	65%	34%	27%

POSTSECONDARY READINESS

Postsecondary readiness rates are compared to two comparison groups: Similar Schools (charter and District schools with similar demographics) and District Schools. Schools earn full credit if their attendance rate meets or exceeds both Similar Schools and District Schools and half credit for meeting or exceeding only one of the comparison groups.

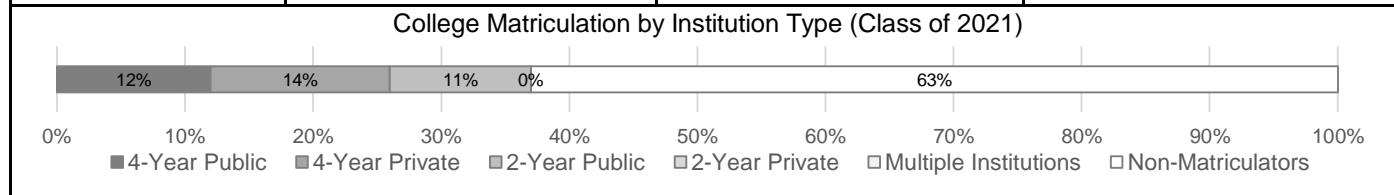
Postsecondary Readiness: 71% of points possible

High School Graduation Rates			
Points Possible:	3 per year		
School Year	This School	Similar Schools	District Schools
2017-18	82%	71%	79%
2018-19	89%	84%	77%
2019-20	88%	87%	72%
2020-21	96%	86%	70%

SAT & ACT College Ready Rates			
Points Possible:	1 per year		
School Year	This School	Similar Schools	District Schools
2017-18	0%	4%	20%
2018-19	4%	4%	20%
2019-20	7%	2%	19%
2020-21	N/A	N/A	N/A

First-Fall College Matriculation Rates			
Points Possible:	1 per year		
School Year	This School	Similar Schools	District Schools
2017-18	49%	49%	50%
2018-19	44%	47%	47%
2019-20	34%	43%	42%
2020-21	38%	44%	44%

Non-Evaluative Postsecondary Readiness Information			
AP, IB, and NOCTI Participation and Performance			
	This School	Similar Schools	District Schools
Participation Rate	19%	24%	28%
Performance Rate	1%	10%	15%



Organizational Compliance and Viability Domain Rating: Approaches Standard

Mission and Educational Plan

For the 2021-22 renewal cohort, the Mission and Educational Plan component is nonevaluative. This year's renewal cohort participated in a pilot program to support the development of an updated protocol.

Document Review

As a component of the comprehensive renewal evaluation, the Charter Schools Office reviews schools' records and compiles data from prior annual reports to evaluate Organizational Compliance and Viability standards for Special Education, English Learners, Student Discipline, Enrollment, Personnel, Timely Reporting, Food, Health, and Safety, and Board Governance.

Special Education		Meets Standard (10/10)	
Child Find Notice. Special education child find policy is accessible on the school website and includes information on program availability, screening activities, and how parents can request services.	▲	2018 ACE	
	▼	2019 ACE	Policy did not include screening activities to identify students with disabilities.
	▲	2020 ACE	
	▲	2021 ACE	
Manifestation Determination Policy. Student Code of Conduct is differentiated for students with disabilities referencing specific, compliant procedures for manifestation determination.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	0
Manifestation Determination Practice. School implements a compliant manifestation determination process for students with disabilities when it considers a change in placement because of a discipline incident.	N/A	2018 ACE	Prior to July 2021, standard was only evaluated at renewal.
	N/A	2019 ACE	Prior to July 2021, standard was only evaluated at renewal.
	N/A	2020 ACE	Prior to July 2021, standard was only evaluated at renewal.
	▲	2021 ACE	0

Special Education			
Screening. Implements and provides evidence of universal screening, initial assessments, and/or referral system to determine academic and behavior levels.	▲	Evaluated at Renewal	0
Monitoring. Implements and provides evidence of ongoing assessment and progress monitoring to provide information on student progress and behavioral outcomes.	▲	Evaluated at Renewal	0
Tiered Instruction. Implements and provides evidence of a multi-tier approach to differentiate instruction and implement academic and behavior interventions.	▲	Evaluated at Renewal	0
IEP Progress Monitoring. Provides evidence of tracking students' progress toward meeting annual goals.	▲	Evaluated at Renewal	0
Secondary Transition. IEPs include transitional services for all students ages 14 – 21, if applicable.	▲	Evaluated at Renewal	0
IEP Timeliness. Valid IEPs are in place with evidence of required signatures and parent participation.	▲	Evaluated at Renewal	In an audit conducted by the Office of Auditing Services in a review of 82 Special Education files, an error rate of 0% (0 files) was found.
BSE Findings. The PA Bureau of Special Education found no significant areas of noncompliance in their most recent review.	N/A	Evaluated at Renewal	A Bureau of Special Education Cyclical Monitoring review did not take place during the current charter term.

English Learners		Meets Standard (10/10)	
ESL Policy. English as a Second Language policy, including notification, identification, programming, and expectations for proficiency, is consistent with Pennsylvania English as a Second Language regulations.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
EL Timely Evaluation. English as a Second Language policy includes expectation for timely evaluation of students, within the first 30 days of school or if transferred, within 14 days of enrollment.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
ESL ACCESS. English Learners are administered the ACCESS assessment annually.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	Not Rated	2021 ACE	Due to the constraints of COVID-19 related school closures, LEAs were presented with challenges in administering the 2021 ACCESS for ELLs exam. Administration of the 2021 ACCESS for ELLs was required for all schools serving English Learners. 94% of English Learners (77 of 82) were provided the ACCESS for ELLs Evaluation during the 2020-21 school year. The School provided documentation for attempted administration or parent refusal for 5 of 5 students not tested.
EL Identification. School implements a compliant process for identifying English Learners.	▲	Evaluated at Renewal	
EL Notification. School notifies parents/guardians in writing of placement in ESL program and assessment results in preferred language.	▲	Evaluated at Renewal	
EL Exiting. School exits students from the ESL program when they meet the appropriate exit criteria.	▲	Evaluated at Renewal	

Enrollment		Approaches Standard (7.5/15)	
Enrollment Policy. Enrollment policy complies with Pennsylvania regulations on student enrollment, including no additional mandatory paperwork or steps for families beyond what can be required, recognition of a lottery process if needed, and no noncompliant lottery preferences.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Student Application. Student application only requires name, address, date of birth or age, gender, grade applying for, current school, guardian information, and sibling information.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Enrollment Materials. Enrollment materials only require proof of age and address, home language survey, immunization record, and parent registration statements to enroll. No prohibited items as defined by PDE are included.	▼	2018 ACE	The School did not require immunization records, and did not differentiate between required and optional documents.
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Lottery and Waitlist Process. School selects students at random, except that it may give preference in enrollment consistent with the school's charter agreement and charter school law.	▼	Evaluated at Renewal	The School implemented an enrollment preference that was not aligned to its charter agreement.
Enrollment Process. Only proof of age and address, home language survey, immunization record, and parent registration statement are required to enroll officially.	▲	Evaluated at Renewal	
Geographic Preference Alignment. When applicable, the School adheres to geographic enrollment preferences outlined in its charter agreement.	N/A	Evaluated at Renewal	

Student Discipline	Does Not Meet Standard (0/10)		
Code Due Process. The School's Code of Conduct identifies all student due process rights codified in Chapter 12 of the PA Public School Code, including those related to long-term suspensions and expulsions, such as formal hearing and appeal rights.	▲	2018 ACE	
	▼	2019 ACE	Code of Conduct did not fully identify formal hearing due process rights.
	▲	2020 ACE	
	▲	2021 ACE	
Tuancy Policy. School's truancy policy requires an attendance conference before referral of truancy matters to a legal entity and prohibits suspension, expulsion, or transfer due to truant behavior.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Expulsion Process. Implemented compliant due process procedures for students recommended for expulsion.	N/A	2018 ACE	Prior to July 2021, standard was only evaluated at renewal.
	N/A	2019 ACE	Prior to July 2021, standard was only evaluated at renewal.
	N/A	2020 ACE	Prior to July 2021, standard was only evaluated at renewal.
	▼	2021 ACE	The School did not provide evidence of a hearing for 1 out of 15 expulsions during the charter term.
SDP Alignment (Renaissance Only). Code of Conduct is aligned in intent with District Code of Conduct for out-of-school suspensions and expulsions, including policy on suspensions by grade level, as required by the charter agreement.	N/A	2018 ACE	Applies to Renaissance Charter Schools only.
	N/A	2019 ACE	Applies to Renaissance Charter Schools only.
	N/A	2020 ACE	Applies to Renaissance Charter Schools only.
	N/A	2021 ACE	Applies to Renaissance Charter Schools only.

Personnel		Approaches Standard (5/10)	
Certified ESL Teachers. ESL teachers are directly employed and appropriately certified.	▲	2018 ACE	100% of ESL teachers were appropriately certified.
	▲	2019 ACE	100% of ESL teachers were appropriately certified.
	▲	2020 ACE	100% of ESL teachers were appropriately certified during the 2019-20 school year.
	▲	2021 ACE	100% of ESL teachers were appropriately certified during the 2020-21 school year.
Certified SPED Teachers. Special education teachers are appropriately certified.	▼	2018 ACE	94% of Special Education teachers were appropriately certified.
	▲	2019 ACE	100% of Special Education teachers were appropriately certified.
	▲	2020 ACE	100% of Special Education teachers were appropriately certified.
	▲	2021 ACE	100% (17 of 17) Special Education teachers were appropriately certified.
Certified Instructional Leader. Instructional Leader is appropriately certified.	N/A	2018 ACE	The School did not submit an Annual Report.
	▲	2019 ACE	At least one instructional leader was appropriately certified.
	▲	2020 ACE	At least one instructional leader was appropriately certified.
	▲	2021 ACE	At least one instructional leader was appropriately certified.
Checks and Clearances. Appropriate, valid employee checks and clearances are in place for staff based on sample file review.	▲	Evaluated at Renewal	

Timely Reporting		Meets Standard (5/5)	
Timely Annual Report. Submits complete annual report information by August 1, annually.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Timely Financial Audit. Submits final, audited financial statements by December 31, annually.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	

Food, Health, and Safety		Approaches Standard (5/10)	
Food Safety. School provides a safe and clean food facility as evaluated by the City of Philadelphia Department of Public Health and Office of Food Protection.	▼	2018 ACE	1 of 3 inspections were noncompliant.
	▲	2019 ACE	2 of 2 inspections were compliant.
	▼	2020 ACE	1 of 2 inspections was noncompliant.
	▼	2021 ACE	2 of 5 inspections were noncompliant.
Health Services Policy. School's Health Services Policy clearly outlines all mandated student health services and a process for ensuring compliance with student immunization requirements.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	0
Emergency Preparedness. School has a complete and up-to-date fire safety and evacuation plan, completed all the required emergency evacuation drills in a timely manner, and has no violations related to portable fire extinguishers.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	0
Water Quality. School complies with applicable water quality requirements of the Pennsylvania Board of Health and the school posted its most recent water quality testing results on its publicly available website.	N/A	2018 ACE	Standard was introduced in the 2018-19 school year.
	▼	2019 ACE	The School did not have evidence of testing posted to its website at time of review. Since that time, the School has posted results of testing.
	▲	2020 ACE	
	▲	2021 ACE	0
Mandated Health Services. School ensures all required student health exams and screenings occur annually in the appropriate grades.	Not Rated	Evaluated at Renewal	Due to the impact of COVID-19 and data limitations, this metric will not be rated for the 2021-2022 renewal cohort.
Certified School Nurse. A certified school nurse is available for an appropriate number of students at the school.	▲	Evaluated at Renewal	
Food Service Program. School meets requirements under the National School Lunch and Breakfast Programs as evaluated by PDE.	N/A	Evaluated at Renewal	The School did not undergo a State Administrative Review during the charter term.

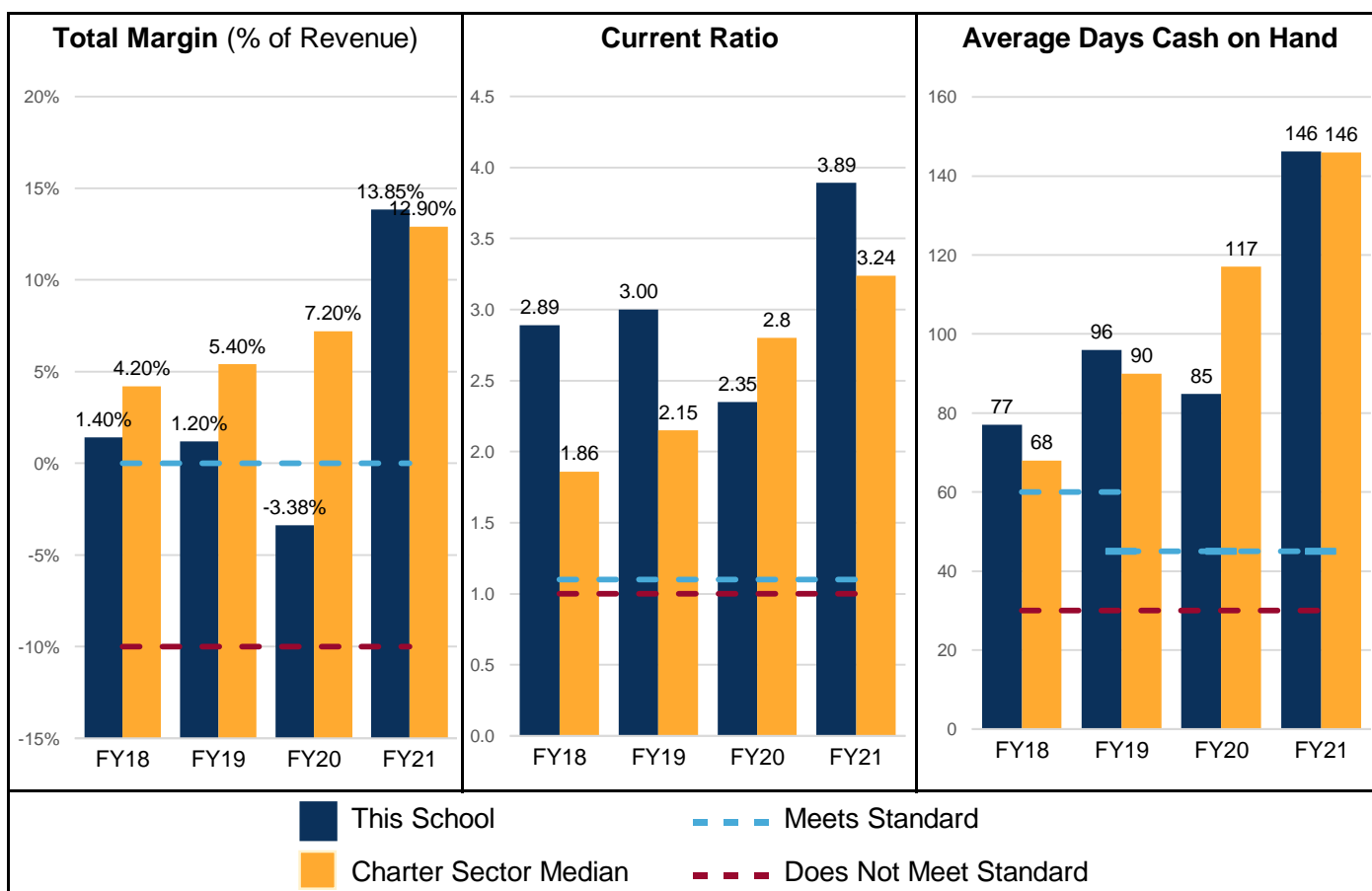
Board Governance		Approaches Standard (7.5/15)	
Sunshine Act. Approved Board minutes reflect practices and contain information consistent with the PA Sunshine Act, including the place, date, and time of meeting; Board members present; and the identities of any public citizens that comment during the meeting.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Board Oversight. Approved Board minutes indicate votes on budget, personnel salaries, and the school calendar.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Board Accessibility. The school provides a reasonable opportunity for members of the public to comment.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Board Member Training. Board Members receive required training on the skills and knowledge necessary for individuals to serve successfully on the governing bodies of public schools.	N/A	2018 ACE	Standard was introduced in the 2020-21 school year.
	N/A	2019 ACE	Standard was introduced in the 2020-21 school year.
	N/A	2020 ACE	Standard was introduced in the 2020-21 school year.
	▲	2021 ACE	
Board Contact Information. School website lists email addresses for every individual serving on the Board of Trustees.	N/A	2018 ACE	Standard was introduced in the 2020-21 school year.
	N/A	2019 ACE	Standard was introduced in the 2020-21 school year.
	N/A	2020 ACE	Standard was introduced in the 2020-21 school year.
	▲	2021 ACE	
Statements of Financial Interest. Statements of Financial Interest are completed accurately and timely for all Board members and charter school administrators.	▲	2018 ACE	
	▼	2019 ACE	1 Statement of Financial Interest was not completed correctly.
	▲	2020 ACE	
	▲	2021 ACE	
Ethics Act. Board members comply with PA Public Official and Employee Ethics Act including, but not limited to, conflicts of interest.	▲	Evaluated at Renewal	
Board Structure. Board implements structure, including the number of members, officers and terms of service, consistent with its Bylaws.	▲	Evaluated at Renewal	

Financial Health and Sustainability Domain: Meets Standard

Financial Health

Evaluative metrics measured the Charter School's short-term and long-term financial health over each of the four fiscal years of available data. Metrics that do not meet the standard are displayed in red.

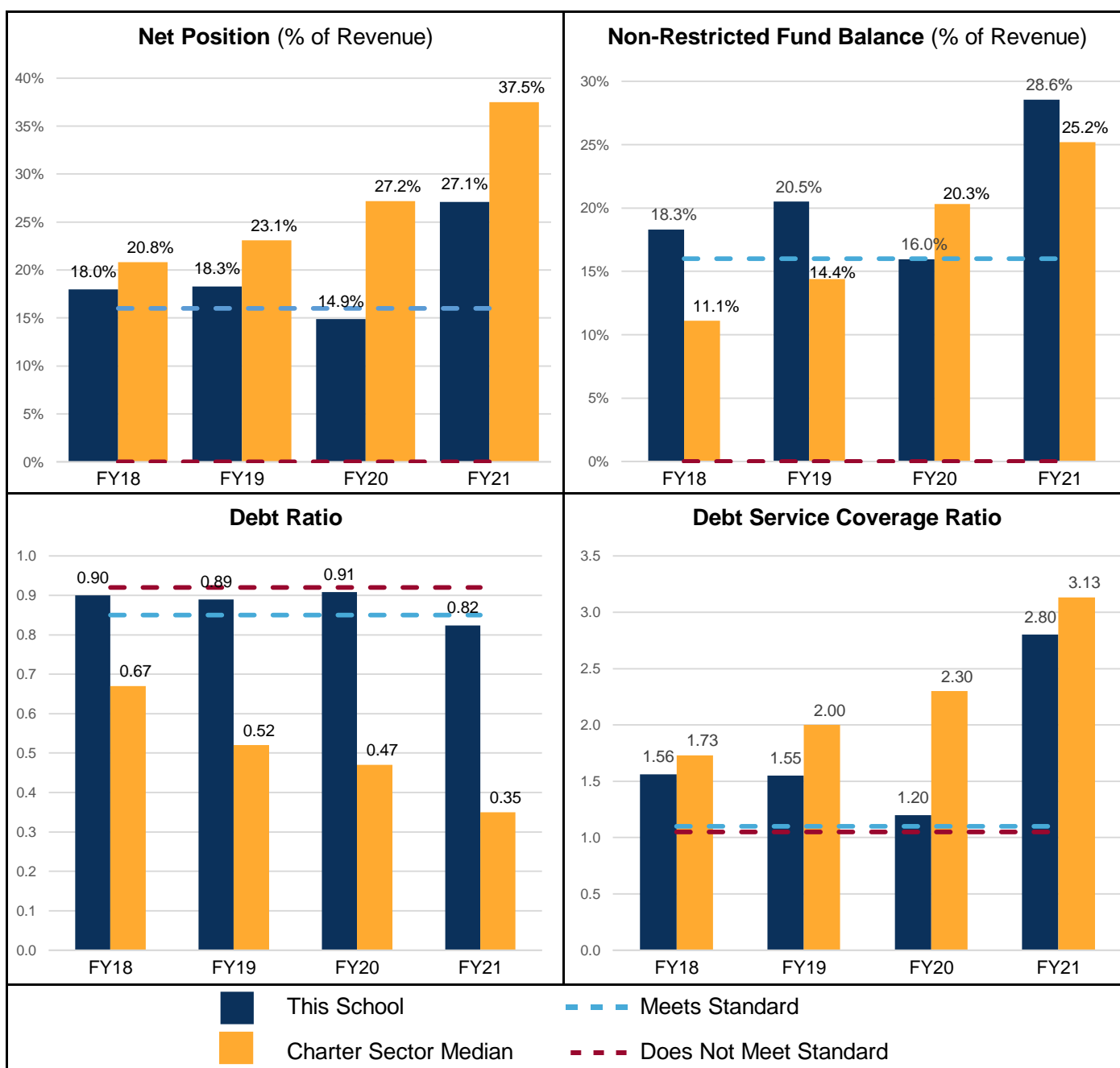
Financial Health				Meets Standard
Short-Term Metrics				
Fiscal Year	Total Margin (% of Revenue)	Current Ratio	Average Days Cash on Hand	
FY18	1.40%	2.89	77	
FY19	1.20%	3.00	96	
FY20	-3.38%	2.35	85	
FY21	13.85%	3.89	146	



Long-Term Metrics

Fiscal Year	Net Position (% of Revenue)	Non-Restricted Fund Balance (% of Revenue)	Debt Ratio	Debt Service Coverage Ratio*
FY18	18.0%	18.3%	0.90	1.56
FY19	18.3%	20.5%	0.89	1.55
FY20	14.9%	16.0%	0.91	1.20
FY21	27.1%	28.6%	0.82	2.80

Note: Negative Debt Service Coverage Ratios are displayed as 0.



Fiscal Management

The Office of Auditing Services (OAS) of the School District of Philadelphia supports the assessment of fiscal management.

Fiscal Management		Meets Standard	
Compliance Requirements Reviewed by CSO			
Audit Findings. No material audit findings, deficiencies, or weaknesses identified in the annual audit.	▲	2018 ACE	
	▲	2019 ACE	
	▼	2020 ACE	Significant Deficiency: 7 out of 64 student files selected for testing did not contain all required IEP documentation, causing the School to receive funds from the School District of Philadelphia for students with inappropriate documentation. Significant Deficiency: 1 out of 60 student files selected for testing was unable to be located, resulting in the possibility that unauthorized students could be attending the school and the incorrect level of funding could be received. Material Weakness: Meal claim counts per the SNP Claim for Reimbursement could not be verified for the period tested from July 2019 through January 2020, leading to the potential for over or under claims or meal reimbursement could be denied. Material Weakness: Monthly sales activity report data did not agree to meals claimed for 2 out of 9 months tested, which could lead to over or under claims.
	▲	2021 ACE	
Debt Delinquency and Default. The school is meeting its debt obligations and covenants.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
PSERS. No missed payments to PSERS that exceed the lower of 1% of revenues or \$100,000.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Compliance Requirements Reviewed by Office of Auditing Services			
Financial Transactions. No major findings related to accounting practices.	▲	Evaluated at Renewal	
Related Parties. Transactions between related parties are limited to those that support school operations, are formalized with appropriate contracts, and are free of apparent conflicts of interest.	▲	Evaluated at Renewal	
Payroll. No significant findings related to payroll transactions.	▲	Evaluated at Renewal	

Annual Charter Evaluation 2021-22

Renewal Recommendation Report

First Philadelphia Preparatory Charter School

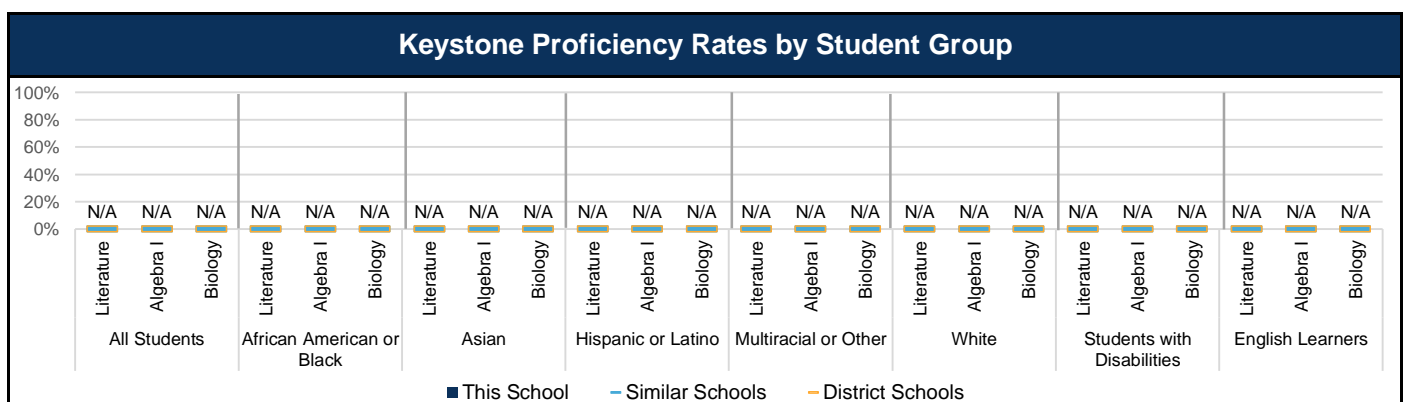
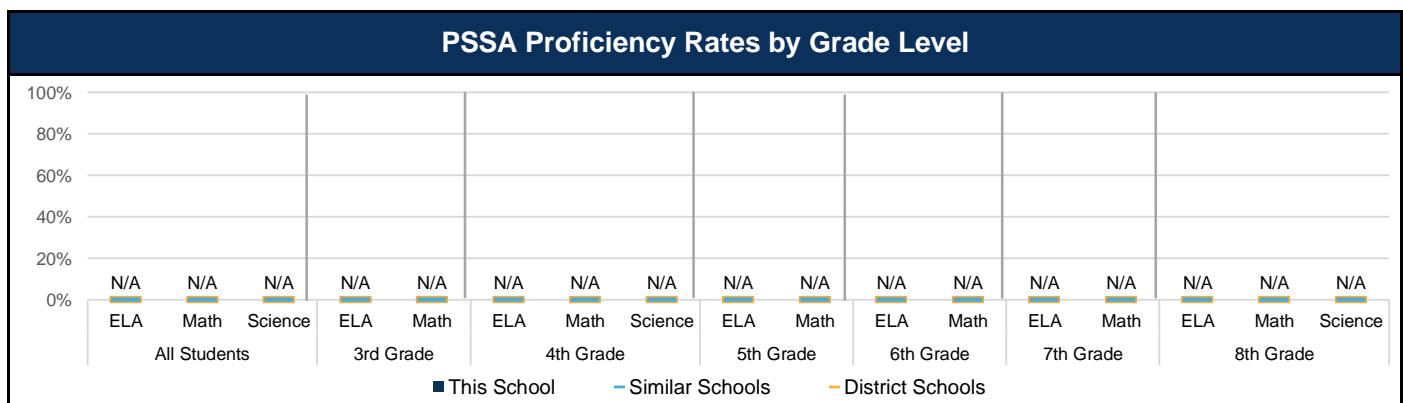
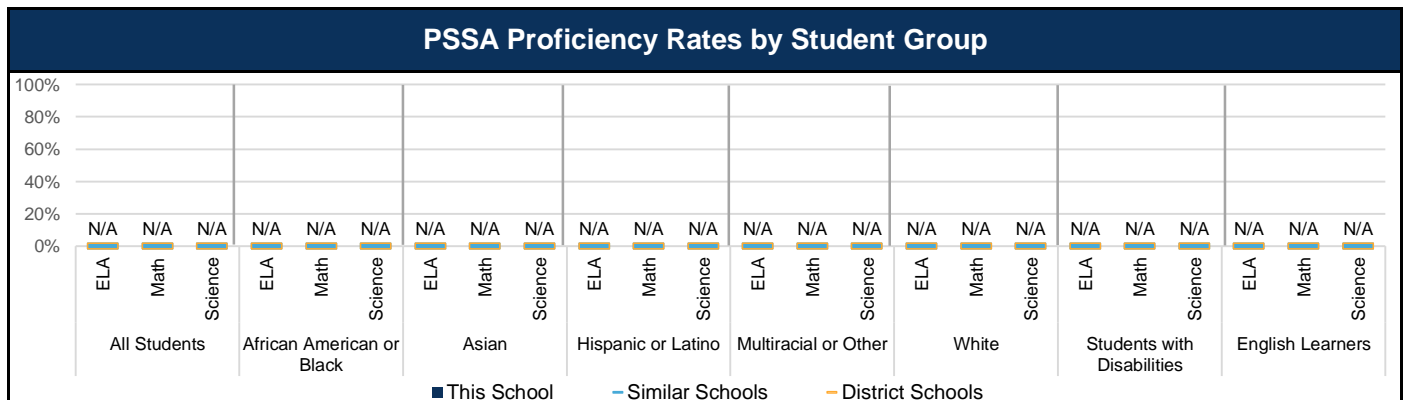
EQUITY AND CLIMATE OVERVIEW

The Charter Schools Office reports additional indicators of Equity and School Climate for informational purposes. When possible, graphs present information disaggregated by student group and grade level to reflect students' experiences throughout their tenure at the school. Similar School and District School rates provide context.

The CSO recognizes that there are multiple dimensions to both equity and climate, many of which are not captured in this report. The CSO encourages stakeholders to use this data, along with other resources, to gain insights into students' experiences, assess the school environment's fairness, and, if necessary, to make adjustments that promote positive experiences and successful outcomes for all students.

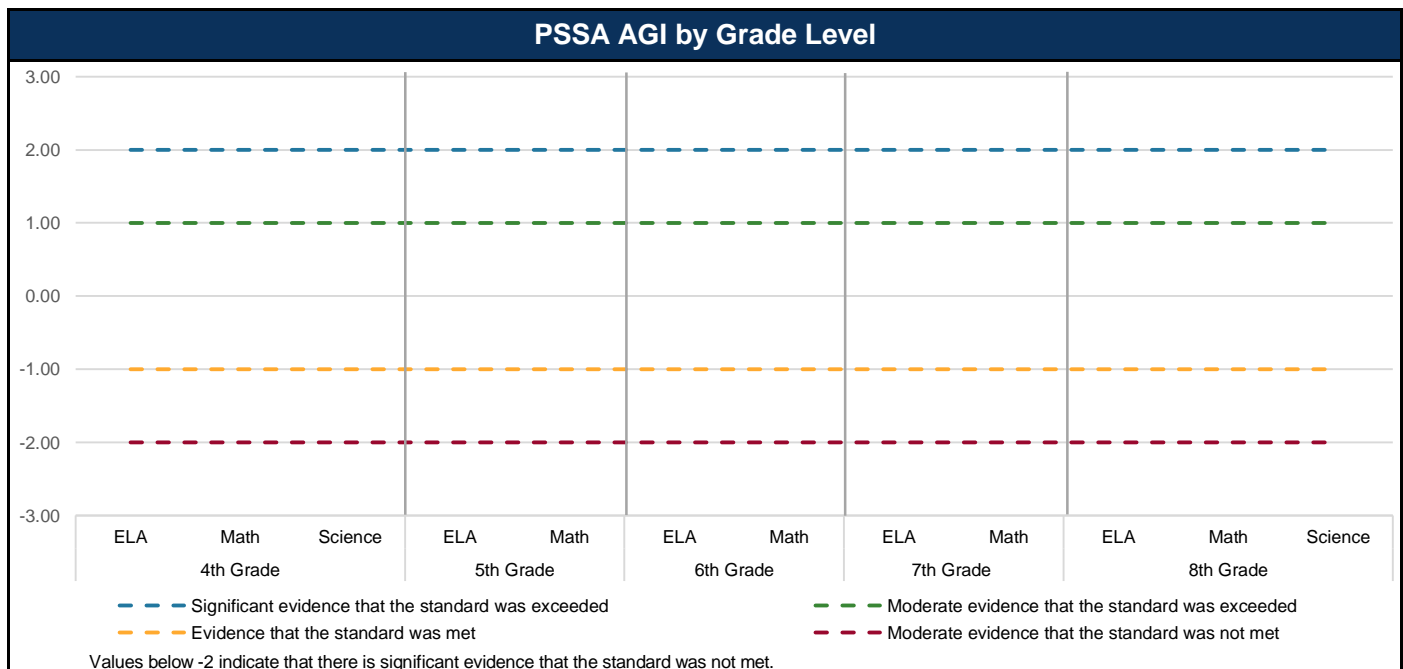
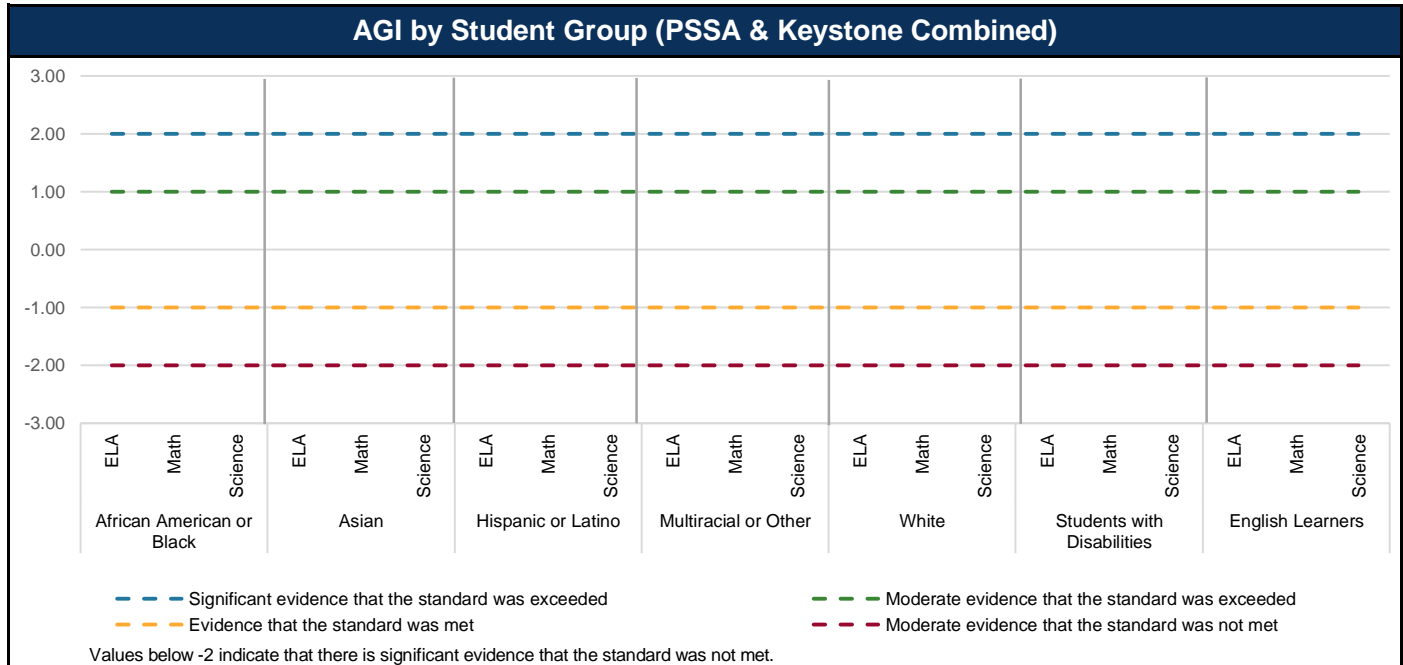
PROFICIENCY (WITHIN YEAR)

Proficiency rates reflect the percentage of students scoring in the advanced and proficient score categories.



AVERAGE GROWTH INDEXES (AGI)

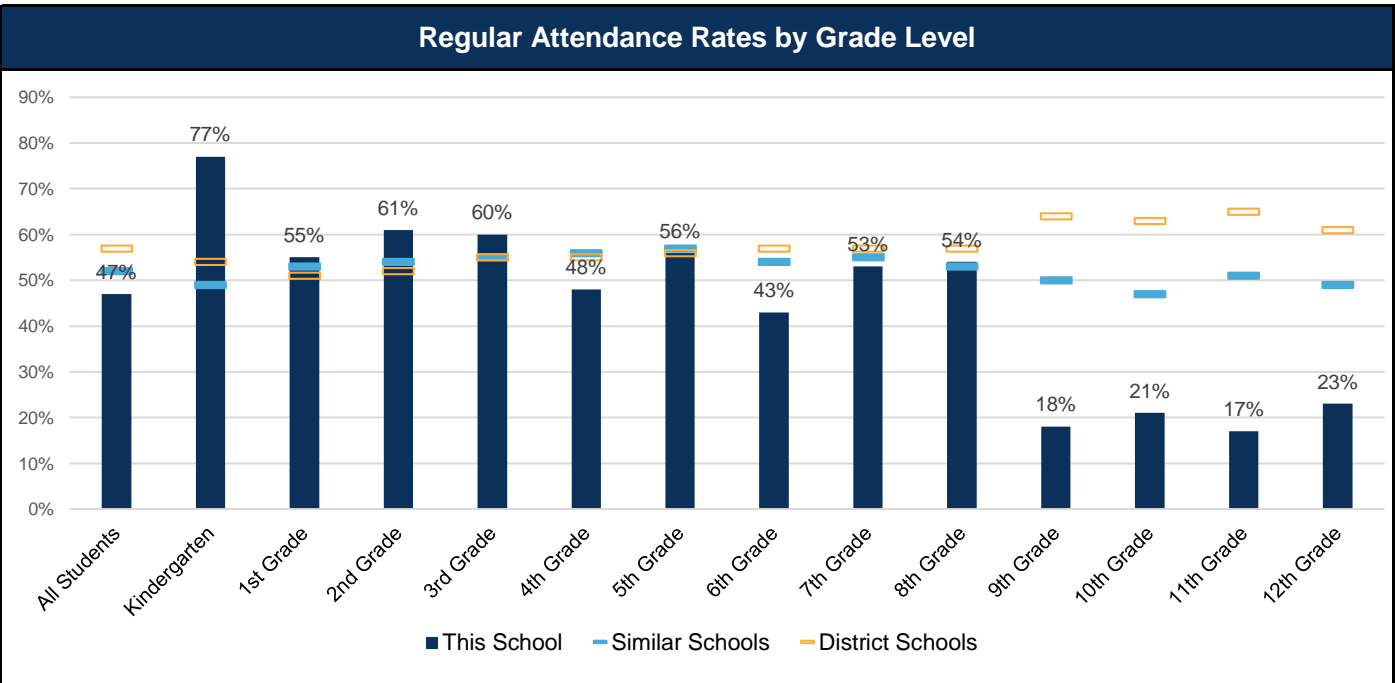
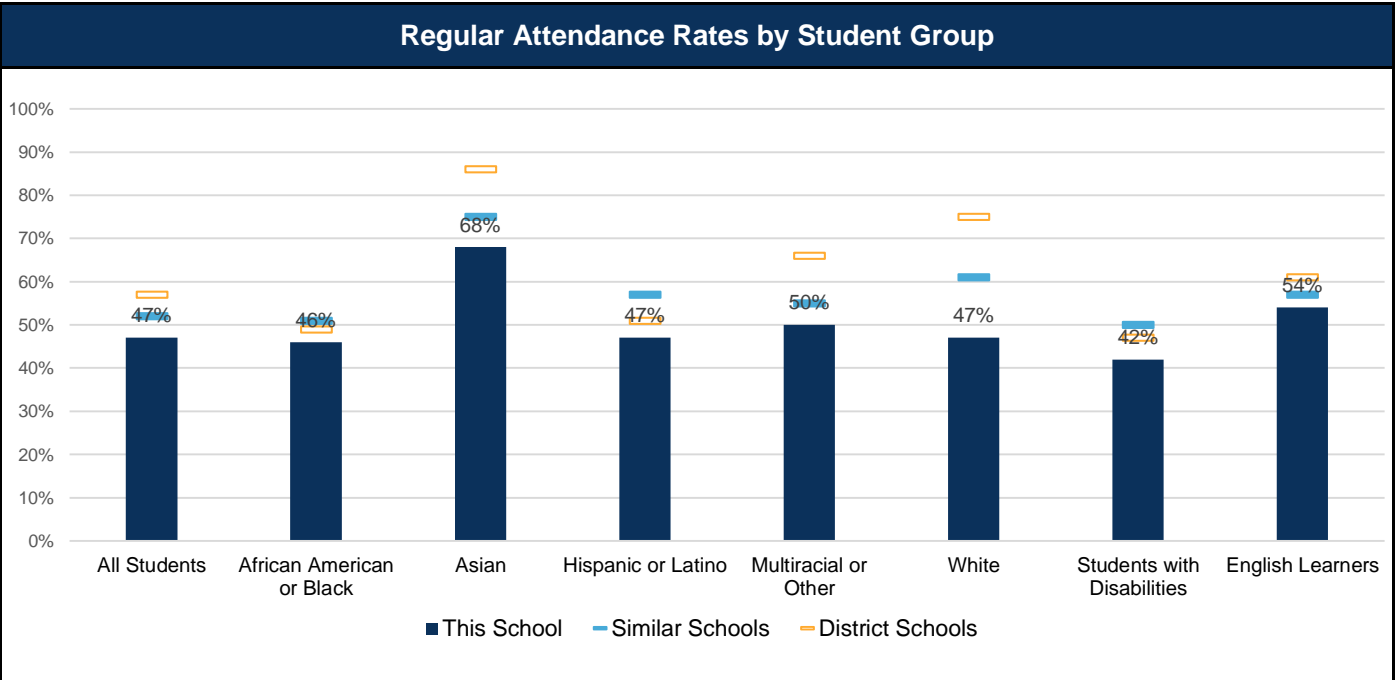
The Pennsylvania Department of Education (PDE) sets the Average Growth Indexes (AGI) standard for all schools (see chart below). In the graphs below, values above 3 are represented as 3 and values below -3 are represented as -3.



PA Department of Education Growth Measure				
< -2.0 Significant evidence that the school did not meet the standard for PA Academic Growth	-2.0 to -1.0 Moderate evidence that the school did not meet the standard for PA Academic Growth	-1.0 to 1.0 Evidence that the school met the standard for PA Academic Growth	1.0 to 2.0 Moderate evidence that the school exceeded the standard for PA Academic Growth	> 2.0 Significant evidence that the school exceeded the standard for PA Academic Growth

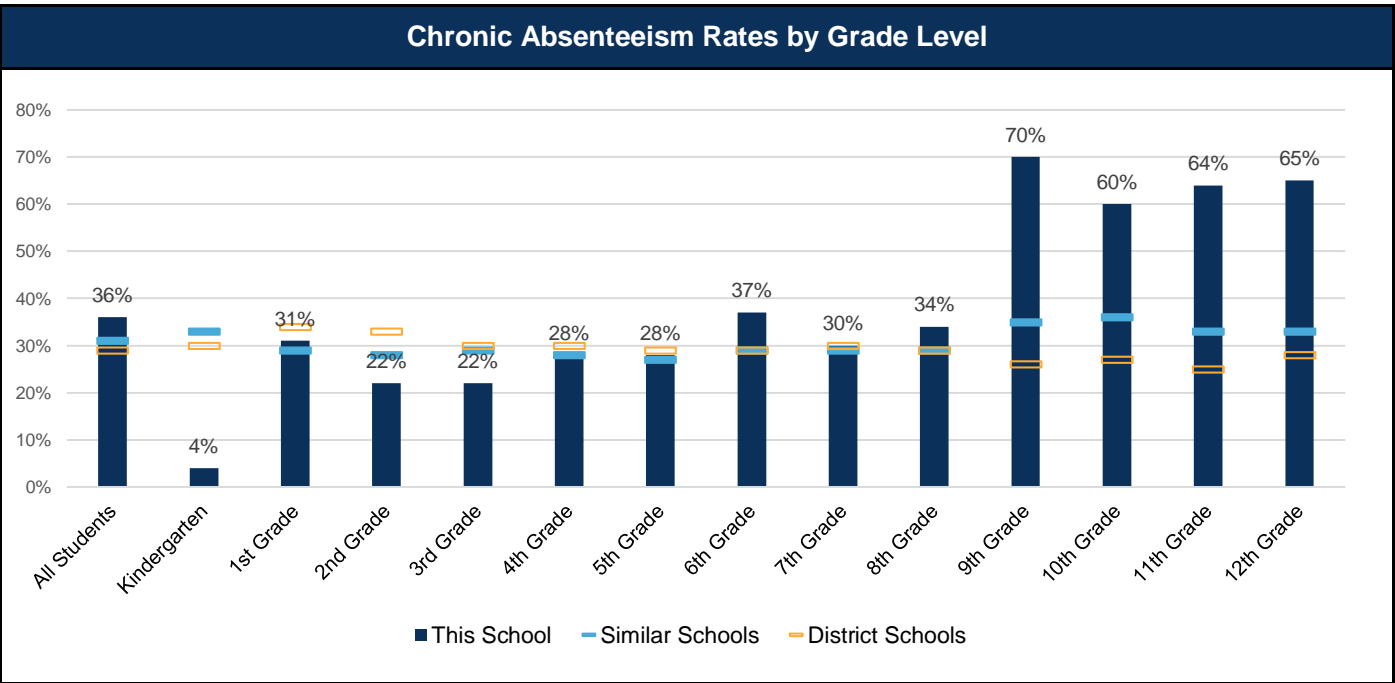
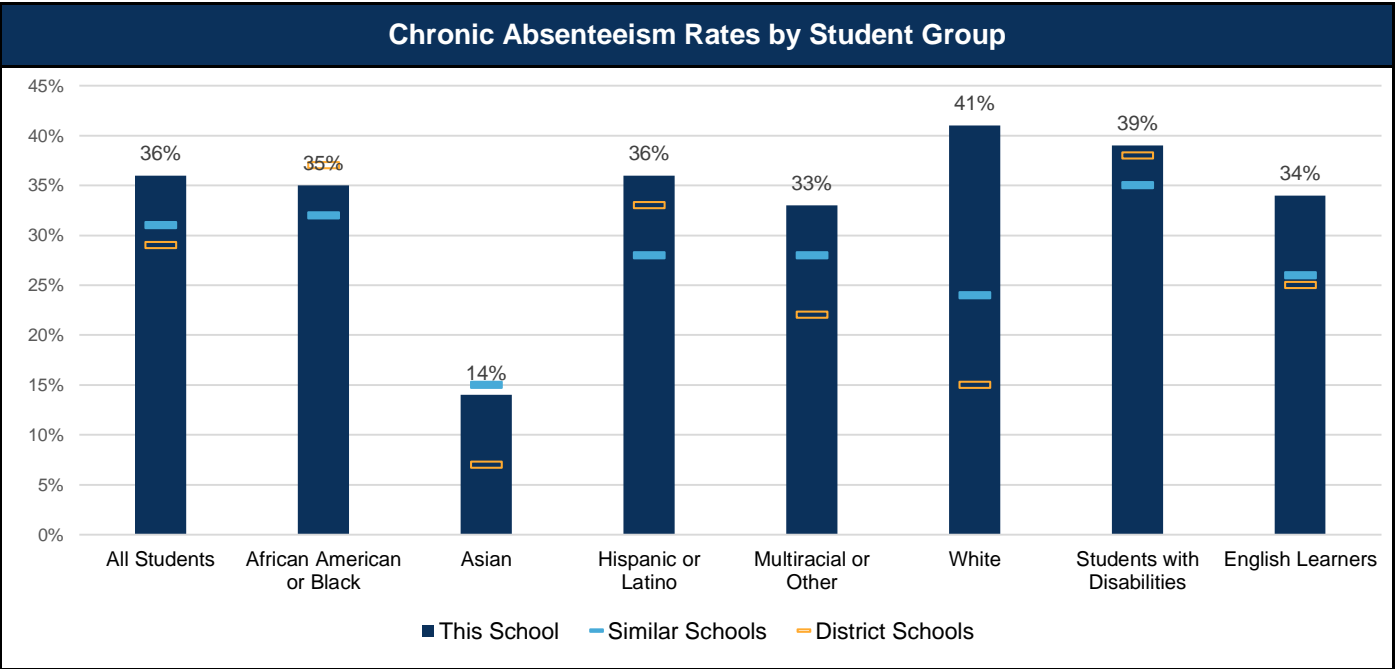
REGULAR ATTENDANCE

Regular Attendance rates reflect the percentage of students that attended 95% or more school days. This is equivalent to having 9 or fewer days of absence during a 180-day school year.



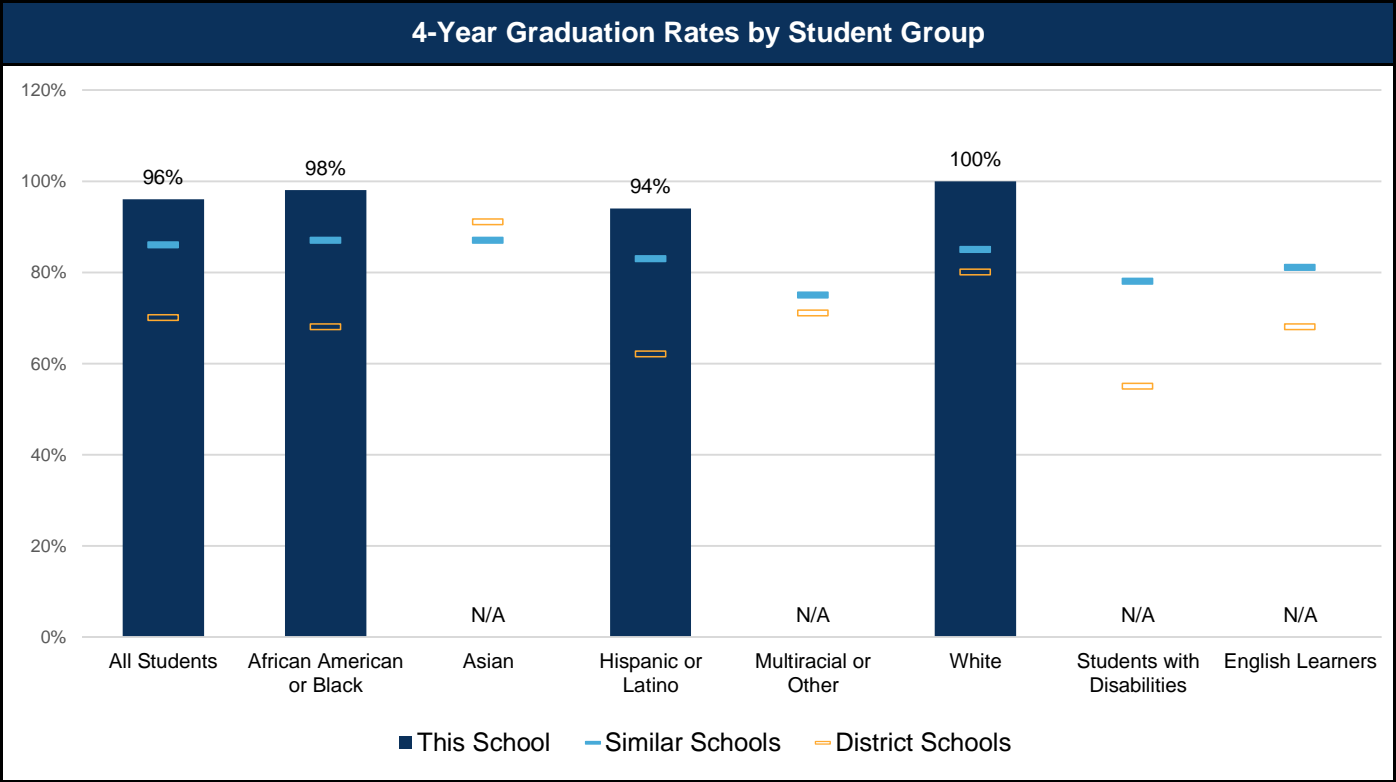
CHRONIC ABSENTEEISM

Chronic Absenteeism rates reflect the percentage of students that were not present for 10% or more school days. This is equivalent to missing at least one day of school every two weeks in a 180-day school year.



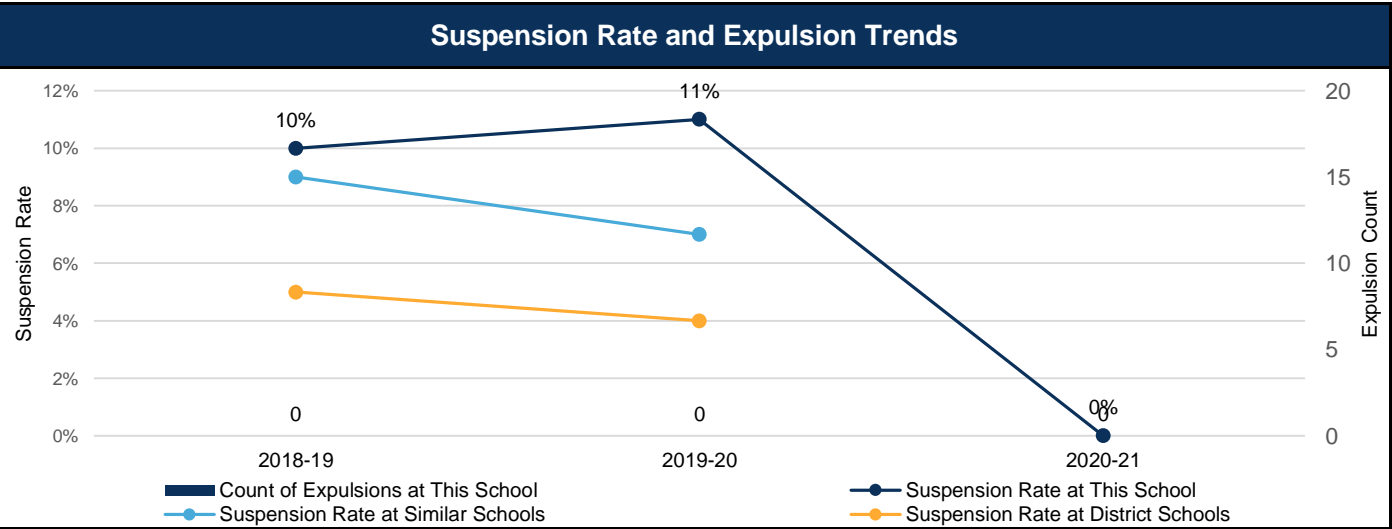
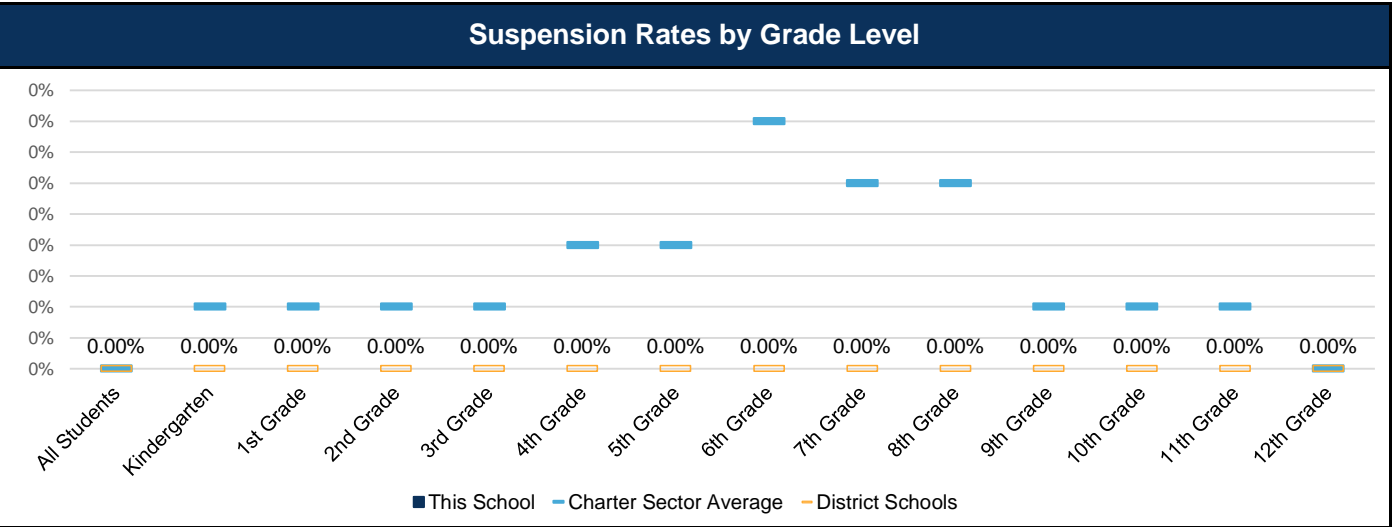
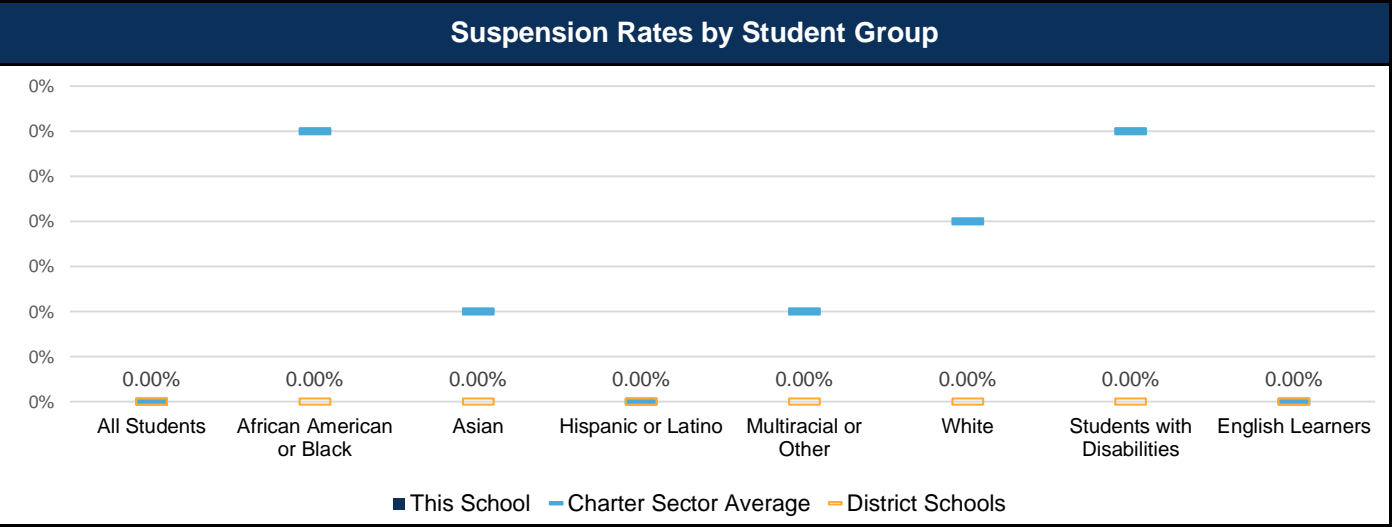
GRADUATION

Graduation rates reflect the percentage of students in the school's adjusted 9th grade cohort that graduated within 4 years.



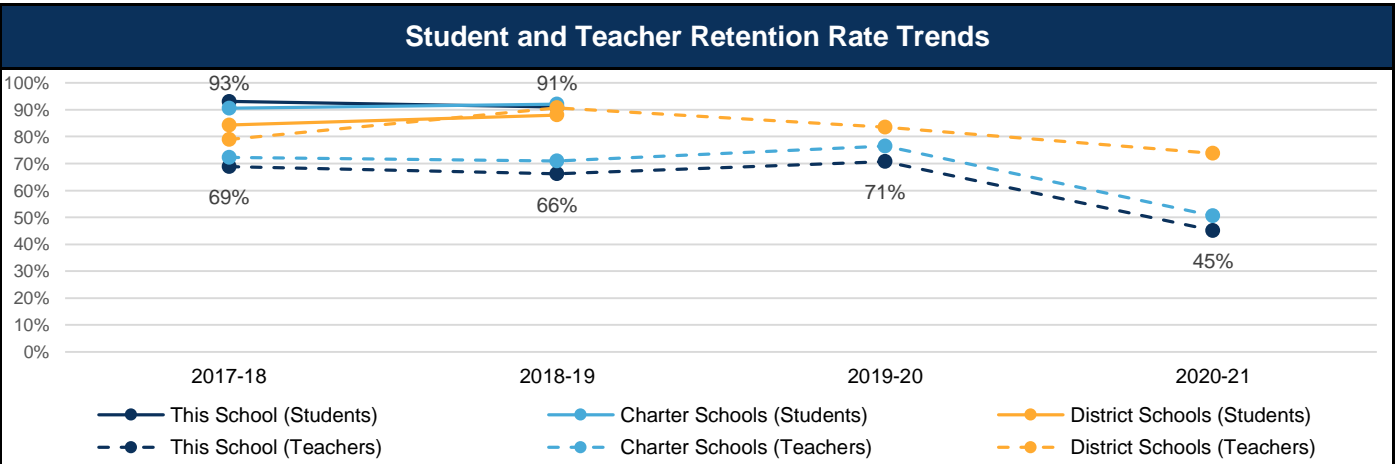
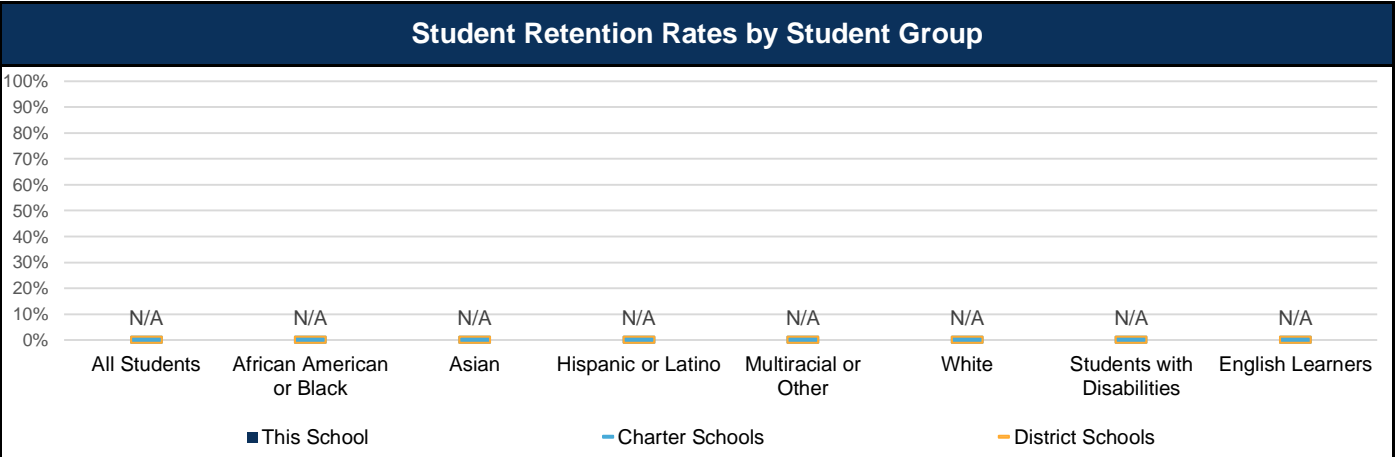
SUSPENSION

Student suspension rates reflect the percentage of the charter school’s students that received at least one out-of-school suspension.



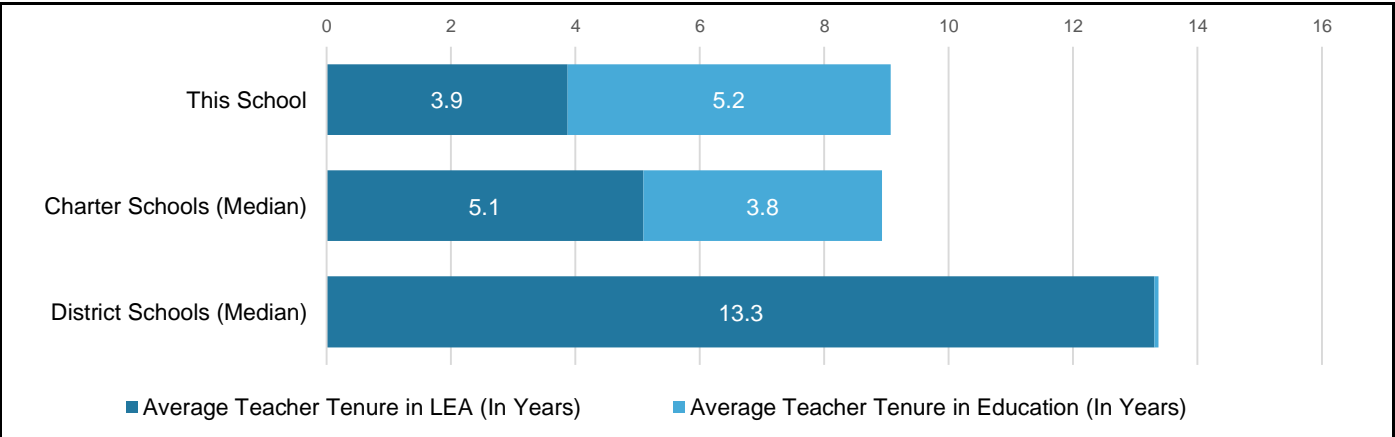
RETENTION

Student retention rates reflect the percentage of students who were enrolled in the charter school at the beginning of the school year and remained enrolled through the beginning of the following school year. Similarly, teacher retention rates reflect the percentage of teachers who were employed by the charter school at the beginning of the school year and remained employed through the beginning of the following year.



TEACHER TENURE

The graph below reflects Pennsylvania Department of Education data about the average number of years teachers have worked at the LEA (charter school or school district) and as educators at any school.



Metric Information

Authorized Enrollment - The maximum number of students a school is allowed to enroll per their charter agreement.

Average Days Cash on Hand - The number of days a school could operate without receiving additional money, calculated as total unrestricted cash divided by the average daily operating expense adjusted to remove non-cash expenses such as depreciation and bad debt.

Chronic Absenteeism - The percentage of students attending fewer than 90% of school days. Student absences are provided to the CSO by each charter school via the annual data packet. Students' days enrolled are obtained through enrollment records that charter schools input to the District's student information system.

Current Ratio - The ratio of short-term assets to short-term liabilities, which measures if a school has enough resources to pay its debt and obligations over the next year.

Debt Ratio - The percentage of a school's total assets that are owed to other individuals or businesses, calculated as total liabilities divided by total assets.

Debt Service Coverage Ratio - Whether a school can meet its debt obligations in the coming year, calculated as net income divided by annual principal, interest, and lease payments.

District Schools Rate - Rate calculated based on all students in District Schools enrolled in the same grades as those served by the Charter School.

First Fall College Matriculation Rate - The percentage of students matriculating into post-secondary institutions in the first fall following high school graduation. Matriculation data is provided by the National Student Clearinghouse.

Graduation Rate - The percentage of students in the 9th grade adjusted cohort that graduate within 4 years. All calculations are based on student records entered into the School District of Philadelphia's student information system by the Charter School.

Growth - The average growth index (AGI) for each student group, based on the PA Department of Education's Growth Measure.

Net Position - How much a school is worth as a percentage of its total annual revenue, calculated as net position divided by total revenue.

Non-Restricted Fund Balance - How much a school is worth as a percentage of its total annual revenue after removing certain items such as property, equipment, and long-term debt, calculated as total non-restricted fund balance divided by total revenue.

Proficiency Rate - The percentage of students scoring in the proficient or advanced categories of the PSSA/Keystone exam in math/Algebra I, ELA/Literature and science/Biology. PSSA results also include all PASA and PSSA-M results and are for all test takers by school year. Keystone proficiency rates are based on the banked 11th grade accountability method.

Regular Attendance - The percentage of students attending 95% or more instructional days. Student absences are provided to the CSO by each charter school via the annual data packet. Students' days enrolled are obtained through enrollment records that charter schools input to the District's student information system.

Retention Rate - The percentage of students attending the Charter School at the end of a school year that re-enroll in the fall (excluding students in terminal grades).

SAT/ACT College Ready Rate - The percentage of students scoring at or above the threshold for college-readiness, as determined by the ACT and the College Board.

Similar Schools Rate - Rate calculated based on all students in the school's Similar Schools Group enrolled in the same grades as those served by the charter school.

Suspension Rate - The percentage of students receiving one or more out-of-school suspensions.

Total Margin - The percentage of a school's total annual revenue not spent, calculated as change in net position divided by total revenue.

Action Item - 24.

Title: Tacony Academy Charter School – Application for Charter Renewal - Added 10.18.2022 - FAILED

Board of Education Meeting Date: 10/20/2022

Title: Tacony Academy Charter School – Application for Charter Renewal

Term: July 1, 2022 through June 30, 2027

Amendment: None

Description: Tacony Academy Charter School applied for renewal of its charter in the 2021-22 school year. A renewal evaluation of this charter school was completed by the Charter Schools Office in 2021-22, and the latest Annual Charter Evaluation with renewal recommendation was completed in 2022 (ACE-R - Renewal Recommendation). The CSO has recommended a five-year renewal with school-specific conditions, effective July 1, 2022. The renewal includes school-specific conditions related to: (i) the submission of a conflict of interest policy that is in compliance with the Nonprofit Law and the Ethics Act and the submission conflict waivers if legal counsel for the Charter School also represents the management organization for the Charter School; and (ii) the submission of a compliant notification template for expulsion charges and hearings. The Board of Education will consider this application for charter renewal.

Office Originating Request: Board of Education

ATTACHMENTS:

Description

ACE-R Tacony

Type

Supporting Document

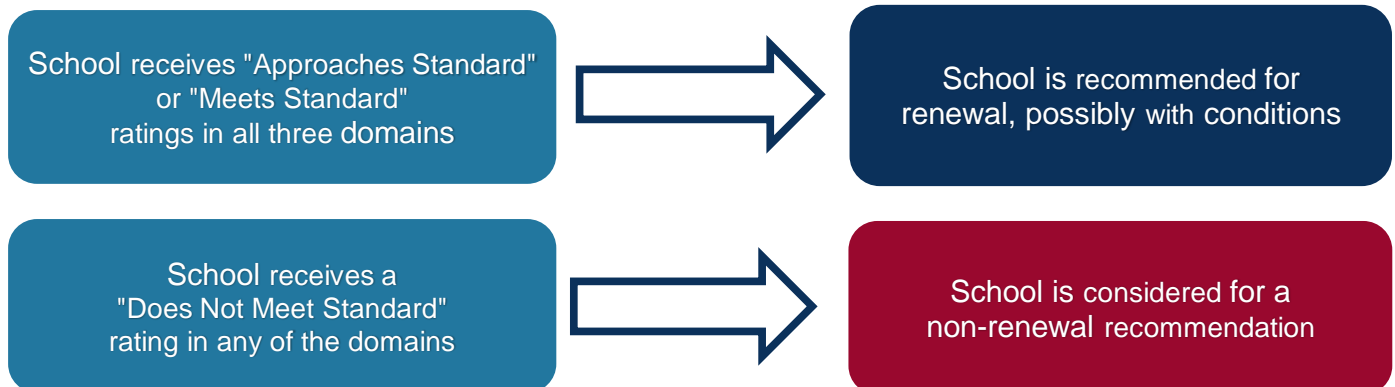
REPORT PURPOSE

This report is the primary means by which the Charter Schools Office (CSO) of The School District of Philadelphia (District) presents its findings and recommendations regarding a charter school's application for charter renewal to the Board of Education. At the end of each charter term, Pennsylvania requires charter school authorizers to conduct a comprehensive review of a charter school's performance during that term.

The CSO bases its recommendation to renew a charter for a subsequent charter term on a comprehensive review of the current charter term across three domains: Academic Success, Organizational Compliance and Viability, and Financial Health and Sustainability. The Charter School Performance Framework provides a detailed outline of the standards and categories that the CSO evaluates within each domain. Each domain receives a rating of "Meets Standard," "Approaches Standard," or "Does Not Meet Standard" based on points and ratings received. The Charter School Performance Framework also outlines the point and rating system.

These ratings and the substance of the evidence within each domain guide the overall renewal recommendation. If a charter school receives a "Does Not Meet Standard" rating in one or more domains, the CSO will review all evidence and data underlying the ratings to determine whether it will recommend a charter school for non-renewal.

How Performance Impacts Renewal



Annual Charter Evaluation 2021-22 Renewal Recommendation Report Tacony Academy Charter School

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Metric Information	Page 29

General Information	
Address	6201 Keystone St., 19135 (K-8); 1330 Rhawn St., 19111 (9-12)
Phone	215-742-5100 (K-8); 267-388-8656 (9-12)
Website	http://www.ap-schools.org/Tacony-Academy-Charter/
Network	American Paradigm Schools
History	Opened in 2009
Current Term	2017-18 to 2021-22
Admission	Citywide with Neighborhood Preference
Mission	<i>"The mission of Tacony Academy Charter School is to enhance, support, and promote creative and critical thinking as well as the problem solving skills of school-age learners in the making of original inventions as amazing solutions to puzzling problems while mastering Pennsylvania and national standards."</i>

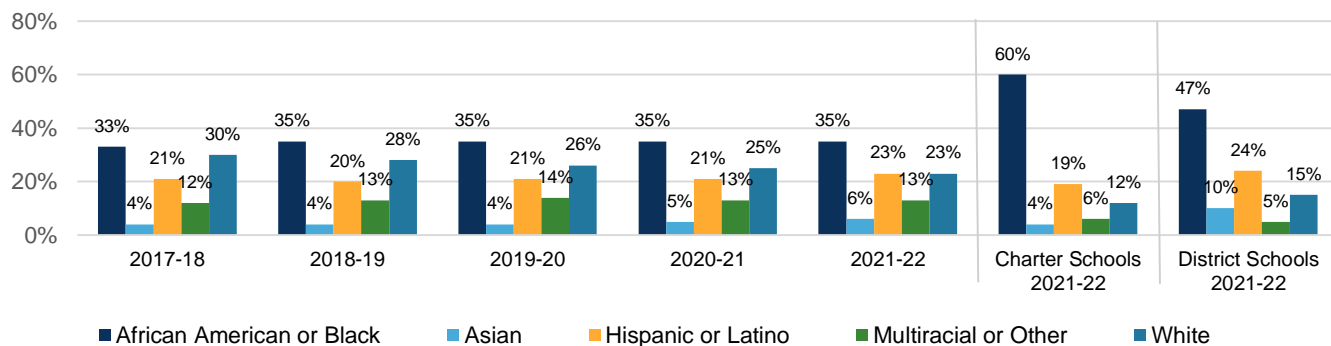
Leadership, Grades Served, and Enrollment History				
School Year	School Leader	Grades Served	Total Enrollment (as of October 1)	Authorized Enrollment
2017-18	Ashley Redfearn	K-12	1105	1075
2018-19	Ashley Redfearn	K-12	1102	1075
2019-20	Thomas Scheid	K-12	1090	1075
2020-21	Thomas Scheid	K-12	1087	1075
2021-22	Thomas Scheid	K-12	1089	1075

Pennsylvania School Performance Profile Scores			
School Year	This School	Charter School Average	District School Average
2017-18	68.6	57.8	54.8
2018-19	55.1	58.6	54.1
2019-20	N/A	N/A	N/A
2020-21	N/A	N/A	N/A

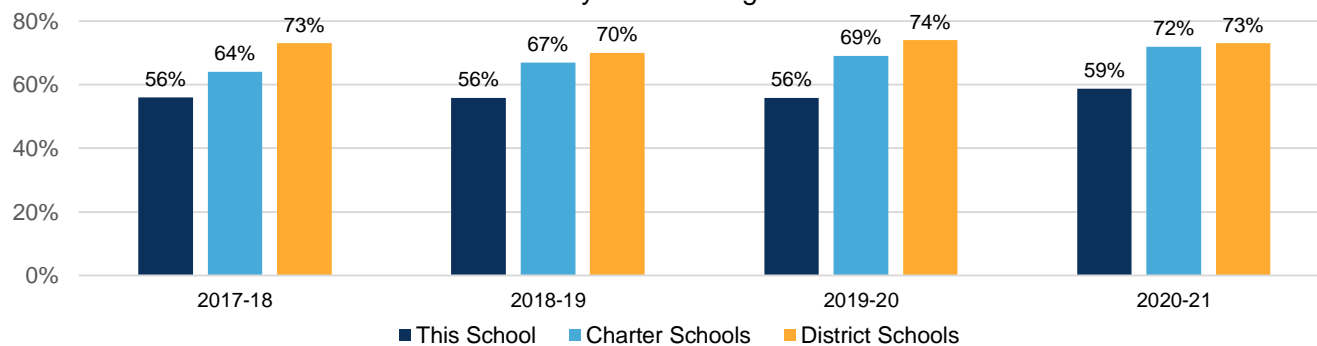
Similar Schools Groups
<p>Similar Schools Groups (SSGs) are comprised of District and charter schools that are the same school type (ES, MS, K8, HS) and serve similar populations of students based on the percentages of students who are economically disadvantaged (+/-10%), students with disabilities (+/-5%), and English learners (+/-7.5%).</p> <p>Schools must fall within all three ranges to be included in a given school's SSG. If a school's SSG has fewer than five schools, the ranges expand to include five schools. The CSO updates SSGs annually.</p> <p>K-8 Similar Schools: A.L. Fitzpatrick School, Ad Prima Charter School, Chester A. Arthur School, Cook-Wissahickon School, Franklin Towne Charter Elementary School, Global Leadership Academy Charter School, Independence Charter School, MaST Community Charter School II, Philadelphia Performing Arts: A String Theory Charter School, Russell Byers Charter School, Shawmont School, Southwest Leadership Academy Charter School, Stephen Decatur School, West Oak Lane Charter School</p> <p>HS Similar Schools: Boys Latin of Philadelphia Charter School, MaST Community Charter School II, Philadelphia Performing Arts: A String Theory Charter School, Preparatory Charter School of Mathematics, Science, Technology and Careers, Swenson Arts and Technology High School</p>

Student Demographics

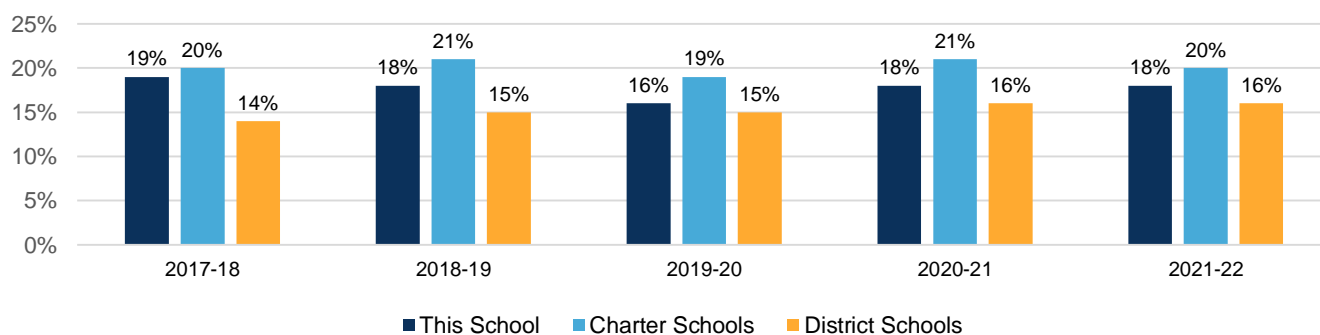
Race and Ethnicity



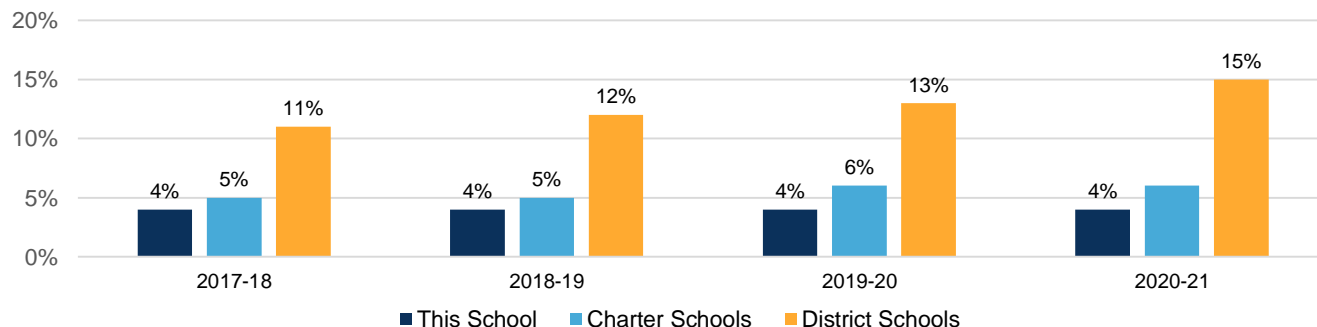
Economically Disadvantaged Students



Students with Disabilities



English Learners



Note: Reports include four years of data because EL status is verified in the fall of the subsequent school year.

EXECUTIVE SUMMARY OVERVIEW

The Executive Summary provides an overview of key indicators for a charter school evaluated during the comprehensive renewal process, which occurs in the last year of a charter term. The length of a charter term is typically five years for charter schools in Pennsylvania. The table below summarizes school performance information for all years of the charter term for which data is available across the three domains evaluated at renewal: Academic Success, Organizational Compliance and Viability, and Financial Health and Sustainability.

The following tables summarize whether the Charter School meets the standard (▲), approaches the standard (■) or does not meet the standard (▼) during the charter term. The Charter School Performance Framework outlines the point allocation for the standards and categories evaluated within each domain.

Renewal Recommendation: Five-Year Renewal with Conditions

Academic Success														K - 8 Domain Rating: Meets Standard 9 - 12 Domain Rating: Does Not Meet Standard													
Category	Standard	SY 2017-18				SY 2018-19				SY 2019-20				SY 2020-21													
Proficiency		ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science														
	PSSA	▲	▲	▲	▲	▲	■	N/A	N/A	N/A	N/A	N/A	N/A														
		Literature	Algebra I	Biology	Literature	Algebra I	Biology	Literature	Algebra I	Biology	Literature	Algebra I	Biology														
	Keystone	▼	▼	■	▼	▼	▼	N/A	N/A	N/A	N/A	N/A	N/A														
Growth		ELA	Math	Sci. 4	Sci. 8	ELA	Math	Sci. 4	Sci. 8	ELA	Math	Sci. 4	Sci. 8	ELA	Math	Sci. 4	Sci. 8										
	PSSA All Students	▲	▲	▼	▼	▲	▼	▼	▲	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A										
	PSSA Lowest	▲	▲	▼	▲	▲	▼	▼	▲	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A										
		Literature	Algebra I	Biology	Literature	Algebra I	Biology	Literature	Algebra I	Biology	Literature	Algebra I	Biology	Literature	Algebra I	Biology											
	Keystone All Students	▼	▲	▲	▲	▲	▲	▲	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
	Keystone Lowest	▼	▲	▲	▼	▲	▲	▲	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
Attendance		K - 8		HS		K - 8		HS		K - 8		HS		K - 8		HS											
	95%+	■		▼		■		▼		N/A		N/A		▲		▼											
	Chronic Absenteeism	▲		▼		■		▼		N/A		N/A		■		▼											
Postsecondary Readiness		HS				HS				HS				HS													
	Graduation	▲				▲				N/A				■													
	SAT/ACT	▼				▼				N/A				N/A													
	Matriculation	▼				■				N/A				■													

Symbol Key							
▲	Full Credit	■	Half Credit	▼	No Credit	N/A	Not Applicable

Points Earned by Category and School Year								
	SY 2017-18		SY 2018-19		SY 2019-20		SY 2020-21	
	K-8	HS	K-8	HS	K-8	HS	K-8	HS
Proficiency	10 / 10	1.25 / 7.5	9 / 10	0 / 7.5	N/A	N/A	N/A	N/A
Growth	7.25 / 10	5 / 7.5	5 / 10	6.875 / 7.5	N/A	N/A	N/A	N/A
Attendance	3.75 / 5	0 / 5	2.5 / 5	0 / 5	N/A	N/A	3.75 / 5	0 / 5
Postsecondary Readiness	N/A	3 / 5	N/A	3.5 / 5	N/A	N/A	N/A	2 / 4
Total	21 / 25	9.25 / 25	16.5 / 25	10.375 / 25	N/A	N/A	3.75 / 5	2 / 9

EXECUTIVE SUMMARY

Organizational Compliance and Viability			Domain Rating: Approaches Standard
Category	Points Earned	Points Possible	Rating
Mission and Educational Program	N/A	15	N/A
Special Education	10	10	▲
English Learners	10	10	▲
Enrollment	15	15	▲
Student Discipline	0	10	▼
Personnel	10	10	▲
Food, Health, and Safety	5	10	■
Board Governance	7.5	15	■
Timely Reporting	5	5	▲

Financial Health and Sustainability		Domain Rating: Meets Standard			
Financial Health Category		FY18	FY19	FY20	FY21
Total Margin (% of Revenue)		▲	■	■	▲
Current Ratio		▲	▲	▲	▲
Average Days Cash on Hand		▲	▲	▲	▲
Net Position (% of Revenue)		▲	▲	▲	▲
Non-Restricted Fund Balance		▲	■	▲	▲
Debt Ratio		■	■	■	■
Debt Service Coverage Ratio		▲	▲	▲	▲
Fiscal Management Category		FY18	FY19	FY20	FY21
Audit Findings		▲	▲	▲	▲
Delinquency and Default		▲	▲	▲	▲
PSERS		▲	▲	▲	▲
Financial Transactions		▲			
Related Parties		▲			
Payroll		▲			

Academic Success Domain Rating: Approaches Standard

Please note that state tests were not administered during the 2019-20 school year and participation was limited during the 2020-21 school year due to the COVID-19 pandemic. For those reasons, data for PSSA and Keystone tests will not be displayed.

PROFICIENCY

Proficiency rates are compared to the same grades served by the Charter School in two comparison groups: Similar Schools (charter and District schools with similar demographics) and District Schools. Schools earn full credit if their proficiency rate meets or exceeds both Similar Schools and District Schools and half credit for meeting or exceeding only one of the comparison groups.

PSSA Proficiency: 95% of points possible

PSSA Proficiency Rates									
	ELA Grades 3 - 8			Math Grades 3 - 8			Science Grades 4 & 8		
Points Possible:	4 per year			4 per year			2 per year		
School Year	This School	Similar Schools	District Schools	This School	Similar Schools	District Schools	This School	Similar Schools	District Schools
2017-18	63%	49%	37%	42%	23%	21%	52%	48%	36%
2018-19	57%	53%	37%	31%	31%	23%	54%	57%	41%
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Keystone Proficiency: 80% of points possible

Keystone Proficiency Rates									
	Literature			Algebra I			Biology		
Points Possible:	2.5 per year			2.5 per year			2.5 per year		
School Year	This School	Similar Schools	District Schools	This School	Similar Schools	District Schools	This School	Similar Schools	District Schools
2017-18	43%	46%	54%	28%	32%	43%	31%	30%	40%
2018-19	43%	64%	51%	36%	45%	40%	29%	49%	38%
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

GROWTH

The Pennsylvania Department of Education (PDE) sets the Average Growth Indexes (AGI) standard for all schools (see chart below). Schools earn full credit for overall and lowest performing AGIs at or above -1, the minimum score reflecting evidence that the school met the growth standard, and no credit for AGIs below -1, which indicates that there was evidence that the school did not meet the growth standard.

PSSA Growth: 61% of points possible

PSSA Average Growth Indexes								
	ELA Grades 4 - 8		Math Grades 4 - 8		Science Grade 4		Science Grade 8	
Points Possible:	2.5 per year	1 per year	2.5 per year	1 per year	1.25 per year	0.25 per year	1.25 per year	0.25 per year
School Year	All Students	Lowest Performing	All Students	Lowest Performing	All Students	Lowest Performing	All Students	Lowest Performing
2017-18	5.12	0.35	7.11	1.43	-1.41	-1.56	-1.43	0.59
2018-19	0.30	1.57	-3.65	-1.90	-4.03	-1.86	-0.79	0.75
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Keystone Growth: 79% of points possible

Keystone Average Growth Indexes						
	Literature		Algebra I		Biology	
Points Possible	1.875 per year	0.625 per year	1.875 per year	0.625 per year	1.875 per year	0.625 per year
School Year	All Students	Lowest Performing	All Students	Lowest Performing	All Students	Lowest Performing
2017-18	-1.18	-2.74	0.45	1.42	1.11	-0.55
2018-19	0.09	-2.00	-0.35	-0.49	-0.19	0.30
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A

PA Department of Education Growth Measure				
< -2.0 Significant evidence that the school did not meet the standard for PA Academic Growth	-2.0 to -1.0 Moderate evidence that the school did not meet the standard for PA Academic Growth	-1.0 to 1.0 Evidence that the school met the standard for PA Academic Growth	1.0 to 2.0 Moderate evidence that the school exceeded the standard for PA Academic Growth	> 2.0 Significant evidence that the school exceeded the standard for PA Academic Growth

ATTENDANCE

Attendance rates are compared to the same grades served by the Charter School in two comparison groups: Similar Schools (charter and District schools with similar demographics) and District Schools.

Schools earn full credit if their 95%+ attendance rate (the percentage of students attending 95% or more instructional days) meets or exceeds both Similar Schools and District Schools and earn half credit for meeting or exceeding only one of the comparison groups.

Schools earn full credit if their chronic absenteeism rate (the percentage of students attending fewer than 90% of instructional days) is lower than both Similar Schools and District Schools and half credit if it is lower than one comparison group.

Please note that 2019-20 attendance data reflects attendance through March 13, 2020 and is for informational purposes only.

Grades K-8: 67% of points possible

95%+ Attendance Rates			
Grades K - 8			
Points Possible:	2.5 per year		
School Year	This School	Similar Schools	District Schools
2017-18	55%	58%	46%
2018-19	57%	62%	48%
2019-20	62%	69%	56%
2020-21	70%	69%	55%

Chronic Absenteeism Rates			
Grades K - 8			
Points Possible:	2.5 per year		
School Year	This School	Similar Schools	District Schools
2017-18	15%	15%	27%
2018-19	16%	13%	25%
2019-20	15%	9%	21%
2020-21	17%	16%	31%

Grades 9-12: 0% of points possible

95%+ Attendance Rates			
Grades 9 - 12			
Points Possible:	2.5 per year		
School Year	This School	Similar Schools	District Schools
2017-18	26%	41%	43%
2018-19	26%	43%	41%
2019-20	38%	60%	54%
2020-21	46%	58%	63%

Chronic Absenteeism Rates			
Grades 9 - 12			
Points Possible:	2.5 per year		
School Year	This School	Similar Schools	District Schools
2017-18	41%	29%	36%
2018-19	42%	24%	38%
2019-20	28%	14%	28%
2020-21	32%	26%	27%

POSTSECONDARY READINESS

Postsecondary readiness rates are compared to two comparison groups: Similar Schools (charter and District schools with similar demographics) and District Schools. Schools earn full credit if their attendance rate meets or exceeds both Similar Schools and District Schools and half credit for meeting or exceeding only one of the comparison groups.

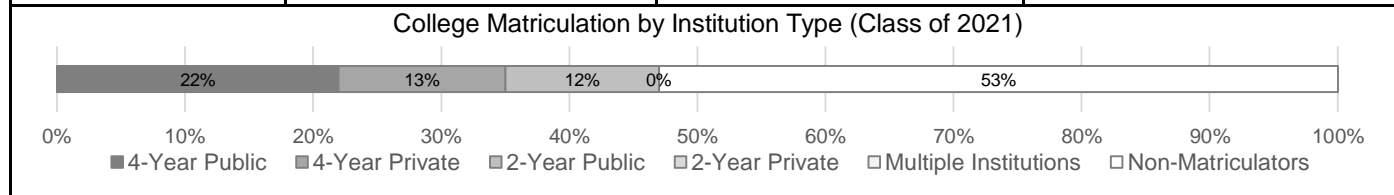
Postsecondary Readiness: 61% of points possible

High School Graduation Rates			
Points Possible:	3 per year		
School Year	This School	Similar Schools	District Schools
2017-18	96%	86%	79%
2018-19	92%	88%	77%
2019-20	96%	92%	72%
2020-21	89%	95%	70%

SAT & ACT College Ready Rates			
Points Possible:	1 per year		
School Year	This School	Similar Schools	District Schools
2017-18	2%	7%	20%
2018-19	3%	13%	20%
2019-20	5%	23%	19%
2020-21	N/A	N/A	N/A

First-Fall College Matriculation Rates			
Points Possible:	1 per year		
School Year	This School	Similar Schools	District Schools
2017-18	45%	66%	50%
2018-19	58%	64%	47%
2019-20	52%	60%	42%
2020-21	52%	54%	44%

Non-Evaluative Postsecondary Readiness Information			
AP, IB, and NOCTI Participation and Performance			
	This School	Similar Schools	District Schools
Participation Rate	48%	20%	28%
Performance Rate	13%	18%	15%



Organizational Compliance and Viability Domain Rating: Approaches Standard

Mission and Educational Plan

For the 2021-22 renewal cohort, the Mission and Educational Plan component is nonevaluative. This year's renewal cohort participated in a pilot program to support the development of an updated protocol.

Document Review

As a component of the comprehensive renewal evaluation, the Charter Schools Office reviews schools' records and compiles data from prior annual reports to evaluate Organizational Compliance and Viability standards for Special Education, English Learners, Student Discipline, Enrollment, Personnel, Timely Reporting, Food, Health, and Safety, and Board Governance.

Special Education	Meets Standard (10/10)		
Child Find Notice. Special education child find policy is accessible on the school website and includes information on program availability, screening activities, and how parents can request services.	▲	2018 ACE	
	▼	2019 ACE	Policy did not include screening activities to identify students with disabilities.
	▲	2020 ACE	
	▲	2021 ACE	
Manifestation Determination Policy. Student Code of Conduct is differentiated for students with disabilities referencing specific, compliant procedures for manifestation determination.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Manifestation Determination Practice. School implements a compliant manifestation determination process for students with disabilities when it considers a change in placement because of a discipline incident.	N/A	2018 ACE	Prior to July 2021, standard was only evaluated at renewal.
	N/A	2019 ACE	Prior to July 2021, standard was only evaluated at renewal.
	N/A	2020 ACE	Prior to July 2021, standard was only evaluated at renewal.
	N/A	2021 ACE	The School did not recommend any students with disabilities for change of placement due to behavior during the school year.

Special Education			
Screening. Implements and provides evidence of universal screening, initial assessments, and/or referral system to determine academic and behavior levels.	▲	Evaluated at Renewal	0
Monitoring. Implements and provides evidence of ongoing assessment and progress monitoring to provide information on student progress and behavioral outcomes.	▲	Evaluated at Renewal	0
Tiered Instruction. Implements and provides evidence of a multi-tier approach to differentiate instruction and implement academic and behavior interventions.	▲	Evaluated at Renewal	0
IEP Progress Monitoring. Provides evidence of tracking students' progress toward meeting annual goals.	▲	Evaluated at Renewal	0
Secondary Transition. IEPs include transitional services for all students ages 14 – 21, if applicable.	▲	Evaluated at Renewal	0
IEP Timeliness. Valid IEPs are in place with evidence of required signatures and parent participation.	▲	Evaluated at Renewal	In an audit conducted by the Office of Auditing Services in a review of 37 Special Education files, an error rate of 2.7% (1 files) was found.
BSE Findings. The PA Bureau of Special Education found no significant areas of noncompliance in their most recent review.	N/A	Evaluated at Renewal	A Bureau of Special Education Cyclical Monitoring review did not take place during the current charter term.

English Learners		Meets Standard (10/10)	
ESL Policy. English as a Second Language policy, including notification, identification, programming, and expectations for proficiency, is consistent with Pennsylvania English as a Second Language regulations.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
EL Timely Evaluation. English as a Second Language policy includes expectation for timely evaluation of students, within the first 30 days of school or if transferred, within 14 days of enrollment.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
ESL ACCESS. English Learners are administered the ACCESS assessment annually.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	Not Rated	2021 ACE	Due to the constraints of COVID-19 related school closures, LEAs were presented with challenges in administering the 2021 ACCESS for ELLs exam. Administration of the 2021 ACCESS for ELLs was required for all schools serving English Learners. 95% of English Learners (42 of 44) were provided the ACCESS for ELLs Evaluation during the 2020-21 school year. The School provided documentation for attempted administration or parent refusal for 2 of 2 students not tested.
EL Identification. School implements a compliant process for identifying English Learners.	▲	Evaluated at Renewal	
EL Notification. School notifies parents/guardians in writing of placement in ESL program and assessment results in preferred language.	▲	Evaluated at Renewal	
EL Exiting. School exits students from the ESL program when they meet the appropriate exit criteria.	▲	Evaluated at Renewal	

Enrollment		Meets Standard (15/15)	
Enrollment Policy. Enrollment policy complies with Pennsylvania regulations on student enrollment, including no additional mandatory paperwork or steps for families beyond what can be required, recognition of a lottery process if needed, and no noncompliant lottery preferences.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Student Application. Student application only requires name, address, date of birth or age, gender, grade applying for, current school, guardian information, and sibling information.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Enrollment Materials. Enrollment materials only require proof of age and address, home language survey, immunization record, and parent registration statements to enroll. No prohibited items as defined by PDE are included.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Lottery and Waitlist Process. School selects students at random, except that it may give preference in enrollment consistent with the school's charter agreement and charter school law.	▲	Evaluated at Renewal	
Enrollment Process. Only proof of age and address, home language survey, immunization record, and parent registration statement are required to enroll officially.	▲	Evaluated at Renewal	
Geographic Preference Alignment. When applicable, the School adheres to geographic enrollment preferences outlined in its charter agreement.	N/A	Evaluated at Renewal	

Student Discipline		Does Not Meet Standard (0/10)	
Code Due Process. The School's Code of Conduct identifies all student due process rights codified in Chapter 12 of the PA Public School Code, including those related to long-term suspensions and expulsions, such as formal hearing and appeal rights.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Tuancy Policy. School's truancy policy requires an attendance conference before referral of truancy matters to a legal entity and prohibits suspension, expulsion, or transfer due to truant behavior.	▼	2018 ACE	Code of Conduct allowed suspension or expulsion as a consequence for truant behavior.
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Expulsion Process. Implemented compliant due process procedures for students recommended for expulsion.	N/A	2018 ACE	Prior to July 2021, standard was only evaluated at renewal.
	N/A	2019 ACE	Prior to July 2021, standard was only evaluated at renewal.
	N/A	2020 ACE	Prior to July 2021, standard was only evaluated at renewal.
	▼	2021 ACE	The School did not provide evidence of a student's right in compliance with Chapter 12 for 1 out of 2 expulsions during the charter term.
SDP Alignment (Renaissance Only). Code of Conduct is aligned in intent with District Code of Conduct for out-of-school suspensions and expulsions, including policy on suspensions by grade level, as required by the charter agreement.	N/A	2018 ACE	Applies to Renaissance Charter Schools only.
	N/A	2019 ACE	Applies to Renaissance Charter Schools only.
	N/A	2020 ACE	Applies to Renaissance Charter Schools only.
	N/A	2021 ACE	Applies to Renaissance Charter Schools only.

ORGANIZATIONAL COMPLIANCE
Personnel & Timely Reporting

Personnel		Meets Standard (10/10)	
Certified ESL Teachers. ESL teachers are directly employed and appropriately certified.	▲	2018 ACE	100% of ESL teachers were appropriately certified.
	▲	2019 ACE	100% of ESL teachers were appropriately certified.
	▲	2020 ACE	100% of ESL teachers were appropriately certified during the 2019-20 school year.
	▲	2021 ACE	100% of ESL teachers were appropriately certified during the 2020-2021 school year.
Certified SPED Teachers. Special education teachers are appropriately certified.	▲	2018 ACE	100% of Special Education teachers were appropriately certified.
	▲	2019 ACE	100% of Special Education teachers were appropriately certified.
	▲	2020 ACE	100% of Special Education teachers were appropriately certified.
	▲	2021 ACE	100% (10 of 10) Special Education teachers were appropriately certified.
Certified Instructional Leader. Instructional Leader is appropriately certified.	▲	2018 ACE	At least one instructional leader was appropriately certified.
	▲	2019 ACE	At least one instructional leader was appropriately certified.
	▲	2020 ACE	At least one instructional leader was appropriately certified.
	▲	2021 ACE	At least one instructional leader was appropriately certified.
Checks and Clearances. Appropriate, valid employee checks and clearances are in place for staff based on sample file review.	▲	Evaluated at Renewal	

Timely Reporting		Meets Standard (5/5)	
Timely Annual Report. Submits complete annual report information by August 1, annually.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Timely Financial Audit. Submits final, audited financial statements by December 31, annually.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	

Food, Health, and Safety		Approaches Standard (5/10)	
Food Safety. School provides a safe and clean food facility as evaluated by the City of Philadelphia Department of Public Health and Office of Food Protection.	▼	2018 ACE	2 of 4 inspections were noncompliant.
	▲	2019 ACE	2 of 2 inspections were compliant.
	▲	2020 ACE	2 of 2 inspections were compliant.
	▲	2021 ACE	2 of 2 inspections were compliant.
Health Services Policy. School's Health Services Policy clearly outlines all mandated student health services and a process for ensuring compliance with student immunization requirements.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	0
Emergency Preparedness. School has a complete and up-to-date fire safety and evacuation plan, completed all the required emergency evacuation drills in a timely manner, and has no violations related to portable fire extinguishers.	▼	2018 ACE	The School had 1 violation related to evacuation drills.
	▼	2019 ACE	The School had 1 violations related to evacuation drills and 9 violations related to fire suppression systems.
	▼	2020 ACE	The School had 2 violations with respect to evacuation drills.
	▲	2021 ACE	0
Water Quality. School complies with applicable water quality requirements of the Pennsylvania Board of Health and the school posted its most recent water quality testing results on its publicly available website.	N/A	2018 ACE	Standard was introduced in the 2018-19 school year.
	▼	2019 ACE	The School did not have evidence of testing posted to its website at time of review. Since that time, the School has posted results of testing.
	▲	2020 ACE	
	▲	2021 ACE	0
Mandated Health Services. School ensures all required student health exams and screenings occur annually in the appropriate grades.	Not Rated	Evaluated at Renewal	Due to the impact of COVID-19 and data limitations, this metric will not be rated for the 2021-2022 renewal cohort.
Certified School Nurse. A certified school nurse is available for an appropriate number of students at the school.	▲	Evaluated at Renewal	
Food Service Program. School meets requirements under the National School Lunch and Breakfast Programs as evaluated by PDE.	N/A	Evaluated at Renewal	The School did not undergo a State Administrative Review during the charter term.

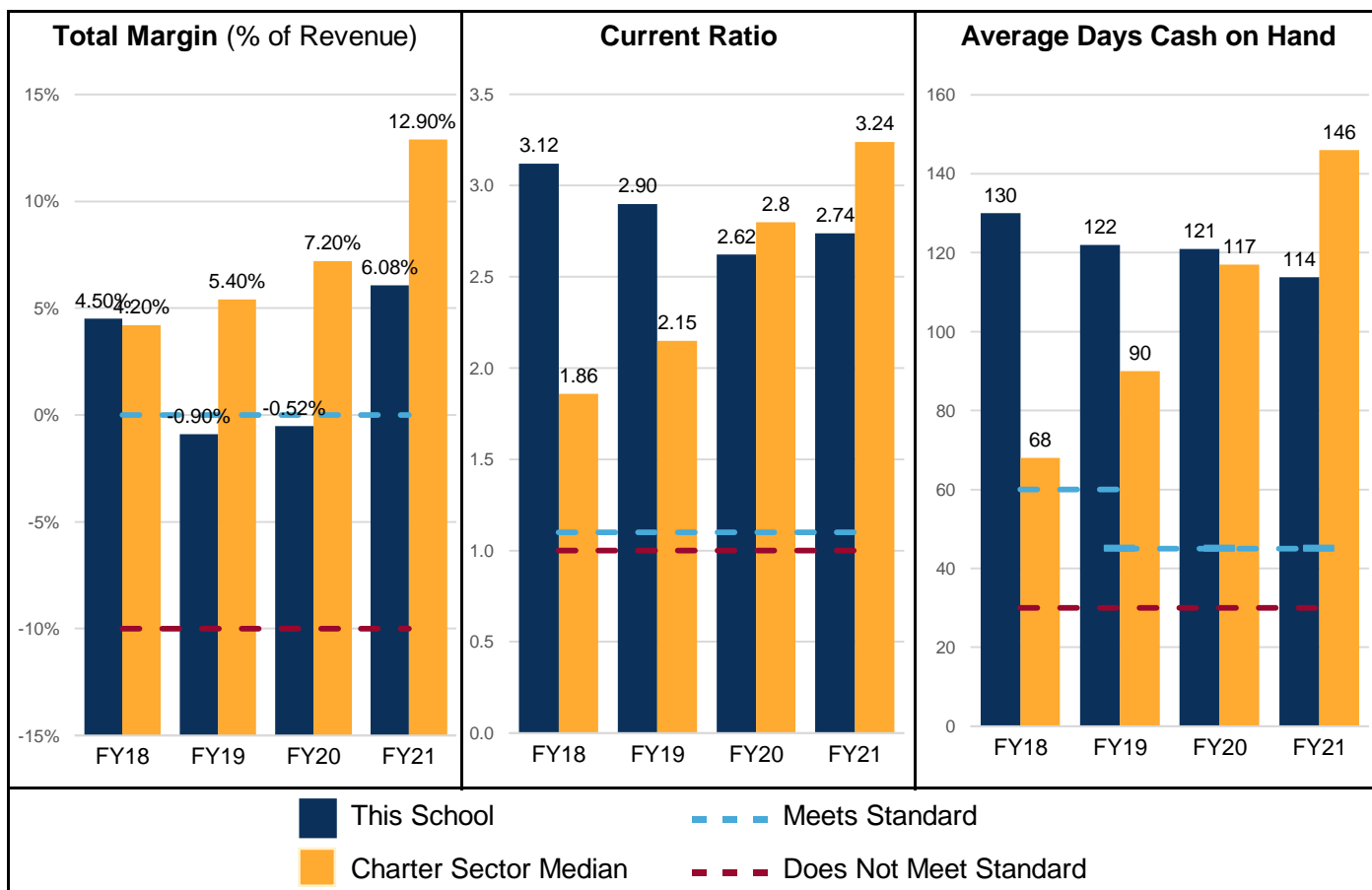
Board Governance		Approaches Standard (7.5/15)	
Sunshine Act. Approved Board minutes reflect practices and contain information consistent with the PA Sunshine Act, including the place, date, and time of meeting; Board members present; and the identities of any public citizens that comment during the meeting.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Board Oversight. Approved Board minutes indicate votes on budget, personnel salaries, and the school calendar.	▼	2018 ACE	Minutes did not indicate votes on the calendar.
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Board Accessibility. The school provides a reasonable opportunity for members of the public to comment.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Board Member Training. Board Members receive required training on the skills and knowledge necessary for individuals to serve successfully on the governing bodies of public schools.	N/A	2018 ACE	Standard was introduced in the 2020-21 school year.
	N/A	2019 ACE	Standard was introduced in the 2020-21 school year.
	N/A	2020 ACE	Standard was introduced in the 2020-21 school year.
	▲	2021 ACE	
Board Contact Information. School website lists email addresses for every individual serving on the Board of Trustees.	N/A	2018 ACE	Standard was introduced in the 2020-21 school year.
	N/A	2019 ACE	Standard was introduced in the 2020-21 school year.
	N/A	2020 ACE	Standard was introduced in the 2020-21 school year.
	▲	2021 ACE	
Statements of Financial Interest. Statements of Financial Interest are completed accurately and timely for all Board members and charter school administrators.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Ethics Act. Board members comply with PA Public Official and Employee Ethics Act including, but not limited to, conflicts of interest.	▲	Evaluated at Renewal	
Board Structure. Board implements structure, including the number of members, officers and terms of service, consistent with its Bylaws.	▲	Evaluated at Renewal	

Financial Health and Sustainability Domain: Meets Standard

Financial Health

Evaluative metrics measured the Charter School's short-term and long-term financial health over each of the four fiscal years of available data. Metrics that do not meet the standard are displayed in red.

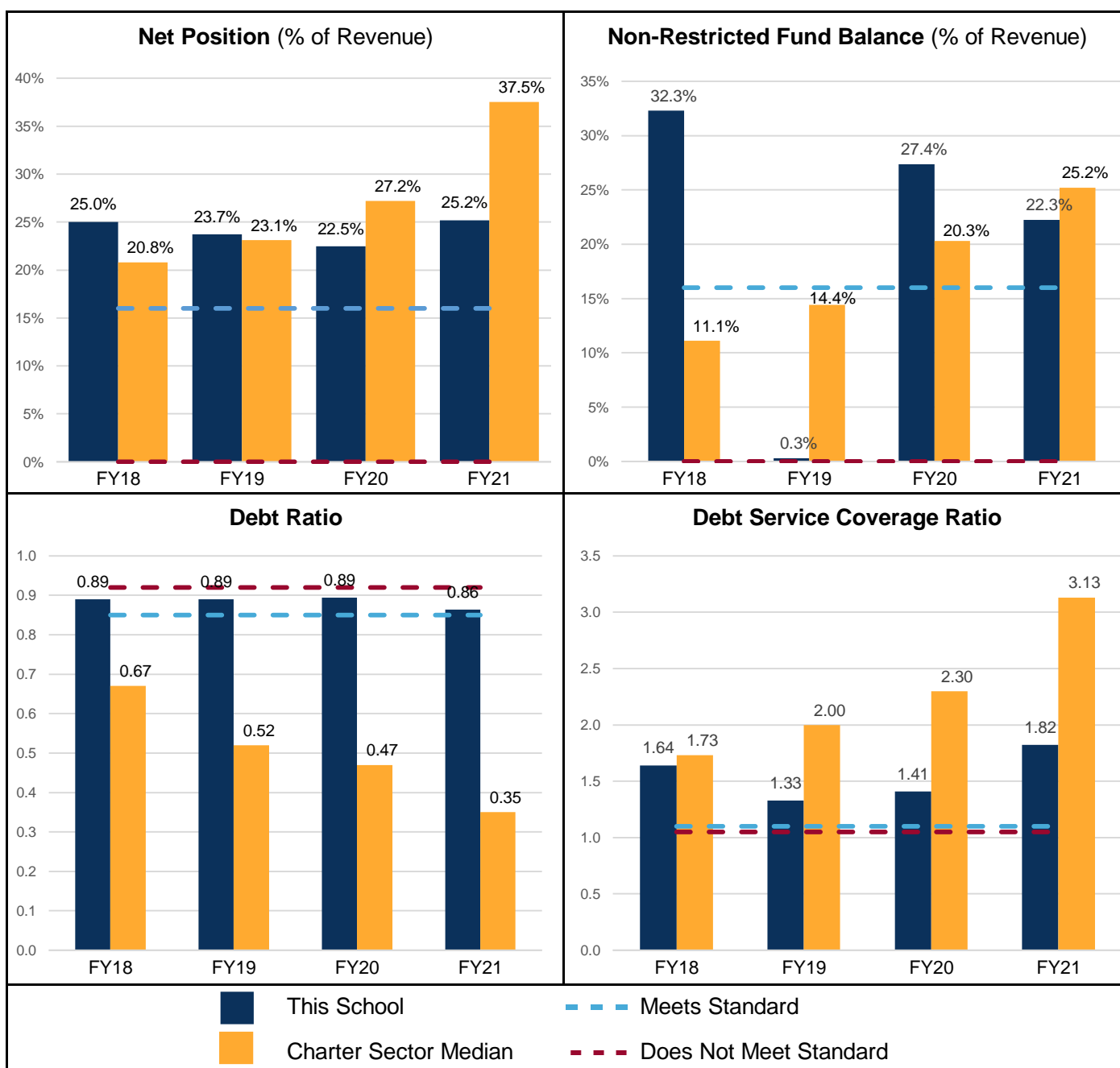
Financial Health		Meets Standard	
Short-Term Metrics			
Fiscal Year	Total Margin (% of Revenue)	Current Ratio	Average Days Cash on Hand
FY18	4.50%	3.12	130
FY19	-0.90%	2.90	122
FY20	-0.52%	2.62	121
FY21	6.08%	2.74	114



Long-Term Metrics

Fiscal Year	Net Position (% of Revenue)	Non-Restricted Fund Balance (% of Revenue)	Debt Ratio	Debt Service Coverage Ratio*
FY18	25.0%	32.3%	0.89	1.64
FY19	23.7%	0.3%	0.89	1.33
FY20	22.5%	27.4%	0.89	1.41
FY21	25.2%	22.3%	0.86	1.82

Note: Negative Debt Service Coverage Ratios are displayed as 0.



Fiscal Management

The Office of Auditing Services (OAS) of the School District of Philadelphia supports the assessment of fiscal management.

Fiscal Management		Meets Standard	
Compliance Requirements Reviewed by CSO			
Audit Findings. No material audit findings, deficiencies, or weaknesses identified in the annual audit.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Debt Delinquency and Default. The school is meeting its debt obligations and covenants.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
PSERS. No missed payments to PSERS that exceed the lower of 1% of revenues or \$100,000.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Compliance Requirements Reviewed by Office of Auditing Services			
Financial Transactions. No major findings related to accounting practices.	▲	Evaluated at Renewal	
Related Parties. Transactions between related parties are limited to those that support school operations, are formalized with appropriate contracts, and are free of apparent conflicts of interest.	▲	Evaluated at Renewal	
Payroll. No significant findings related to payroll transactions.	▲	Evaluated at Renewal	

Annual Charter Evaluation 2021-22

Renewal Recommendation Report

Tacony Academy Charter School

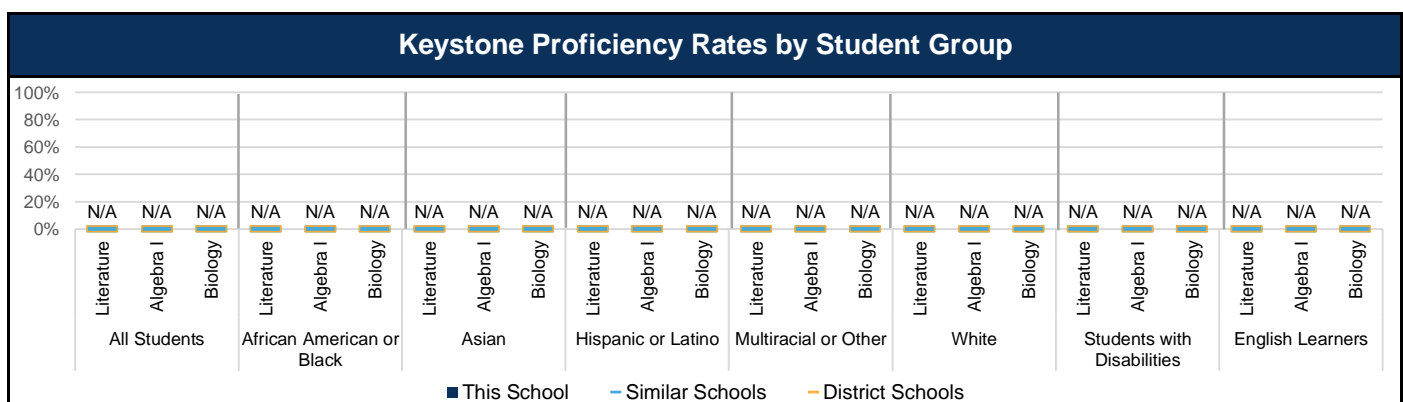
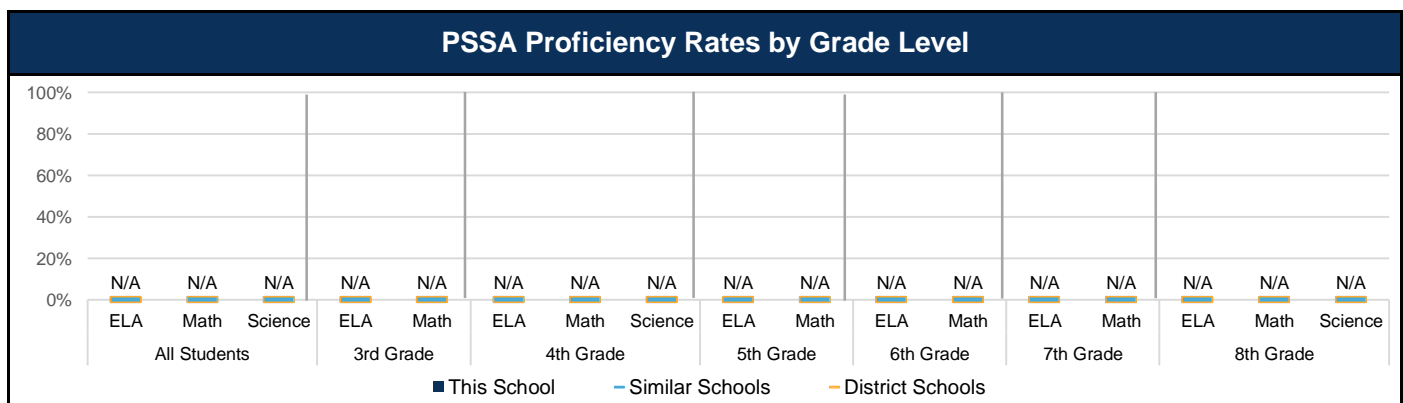
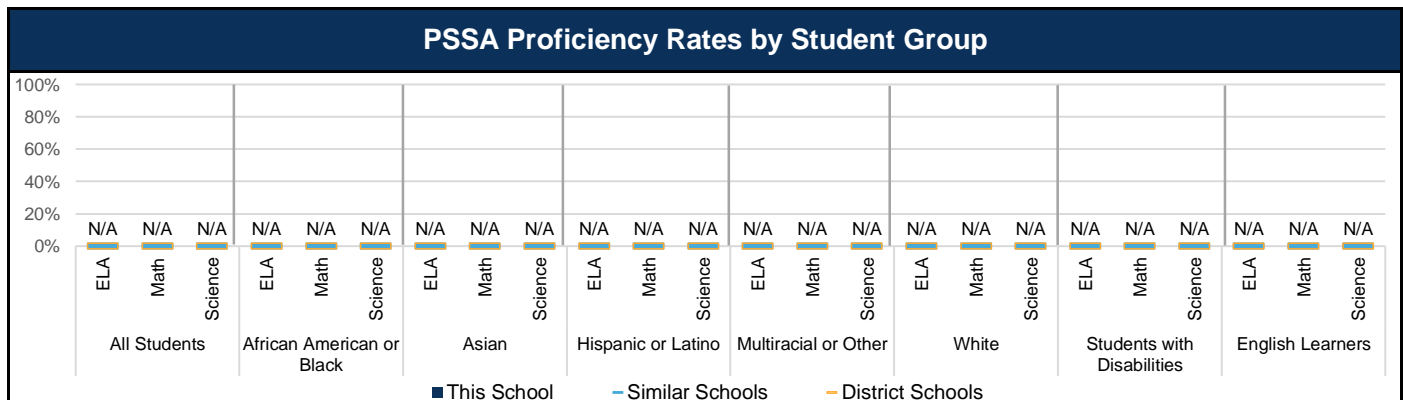
EQUITY AND CLIMATE OVERVIEW

The Charter Schools Office reports additional indicators of Equity and School Climate for informational purposes. When possible, graphs present information disaggregated by student group and grade level to reflect students' experiences throughout their tenure at the school. Similar School and District School rates provide context.

The CSO recognizes that there are multiple dimensions to both equity and climate, many of which are not captured in this report. The CSO encourages stakeholders to use this data, along with other resources, to gain insights into students' experiences, assess the school environment's fairness, and, if necessary, to make adjustments that promote positive experiences and successful outcomes for all students.

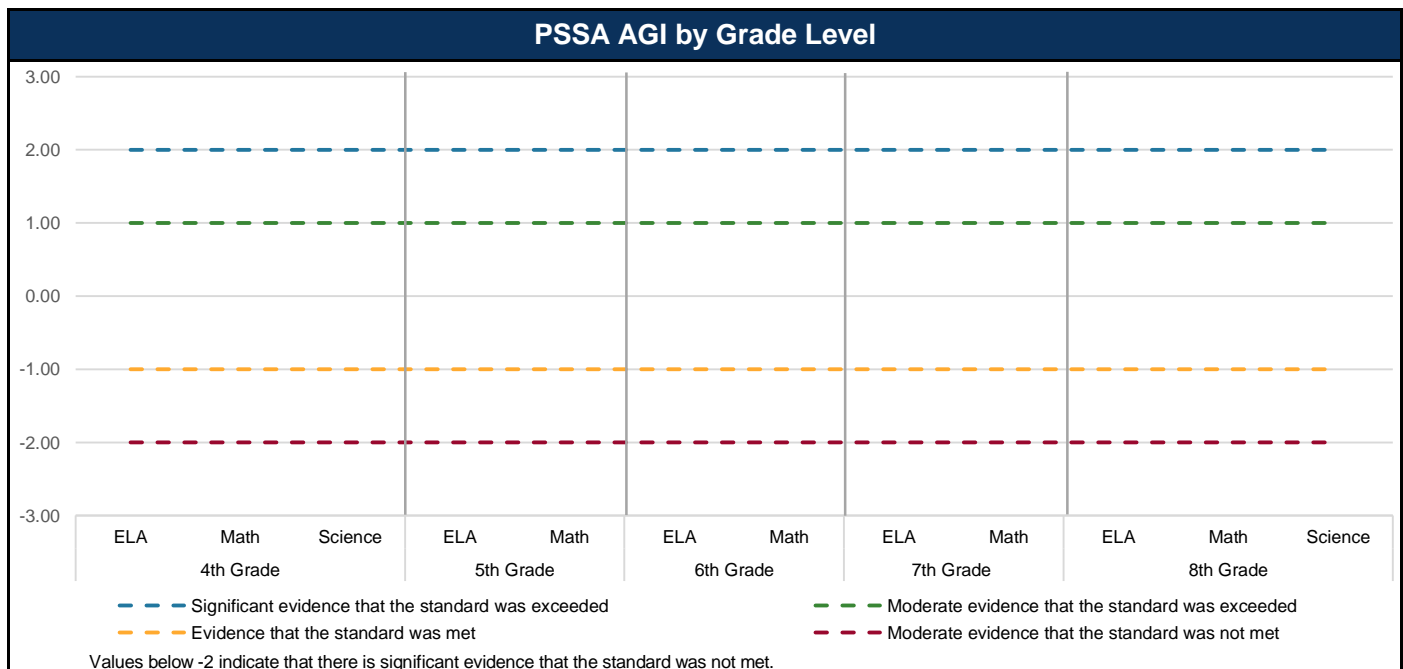
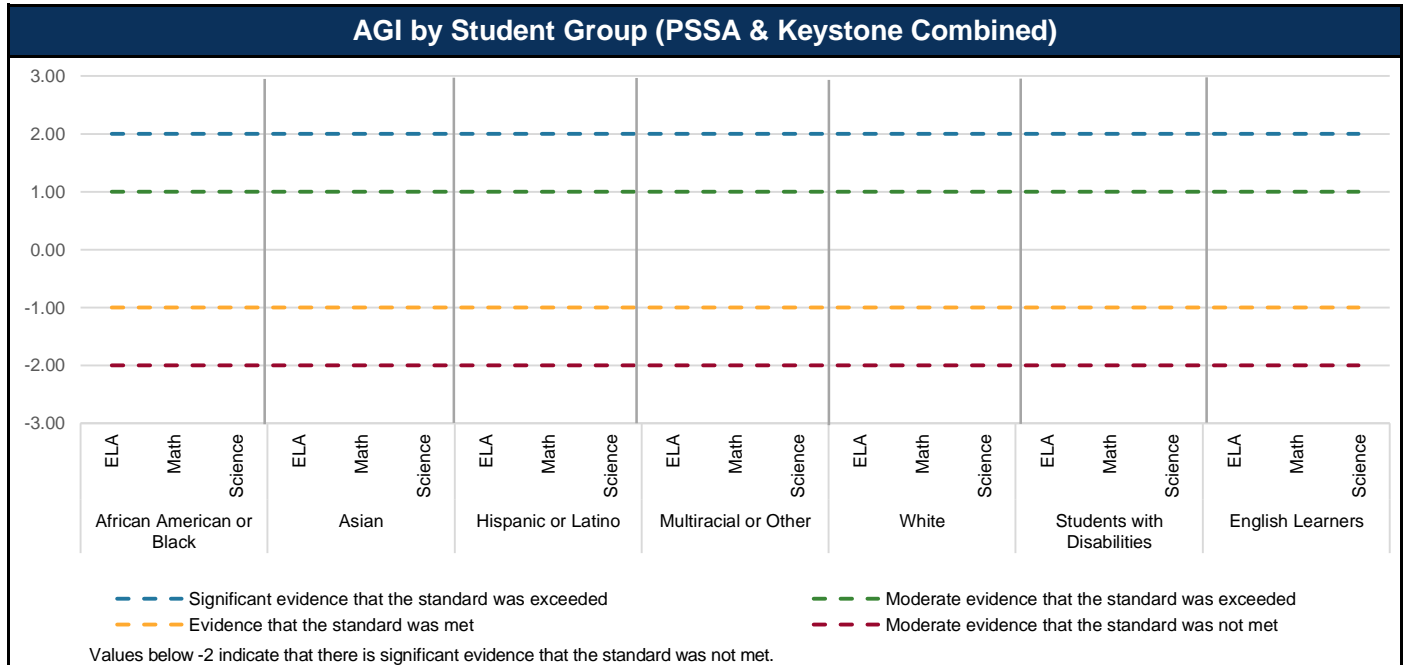
PROFICIENCY (WITHIN YEAR)

Proficiency rates reflect the percentage of students scoring in the advanced and proficient score categories.



AVERAGE GROWTH INDEXES (AGI)

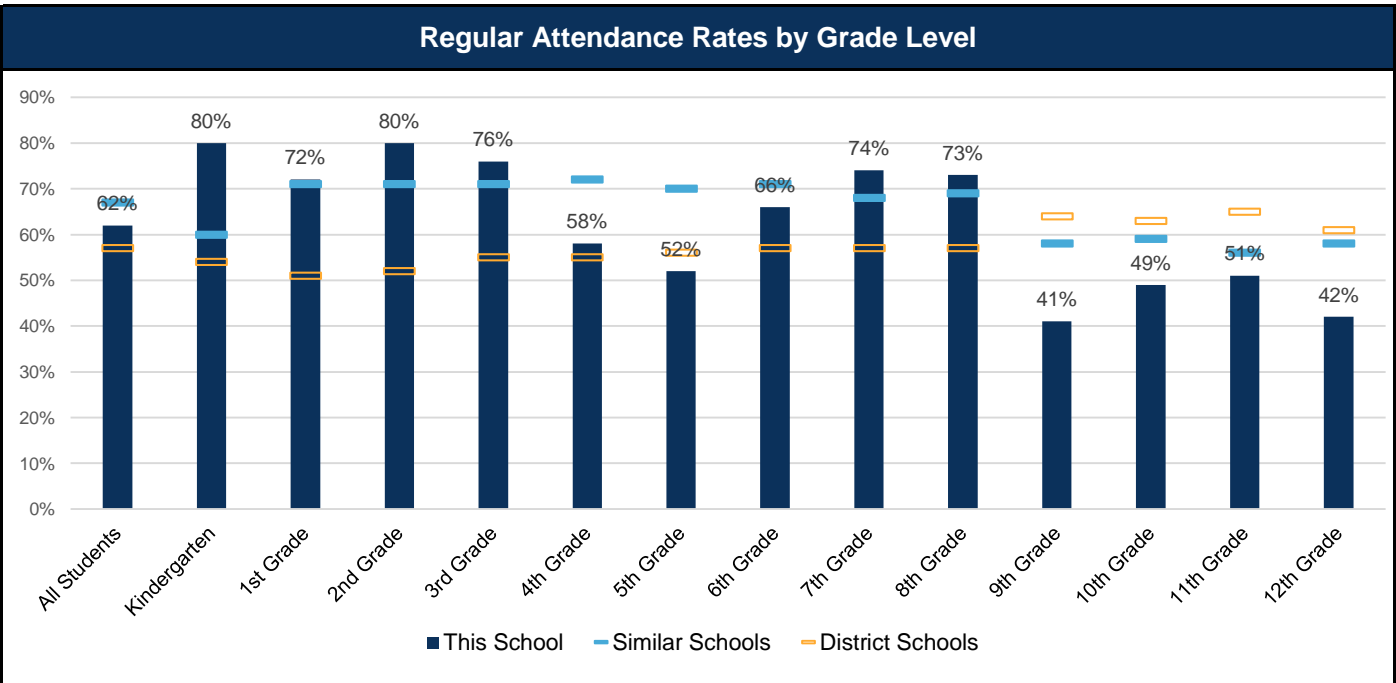
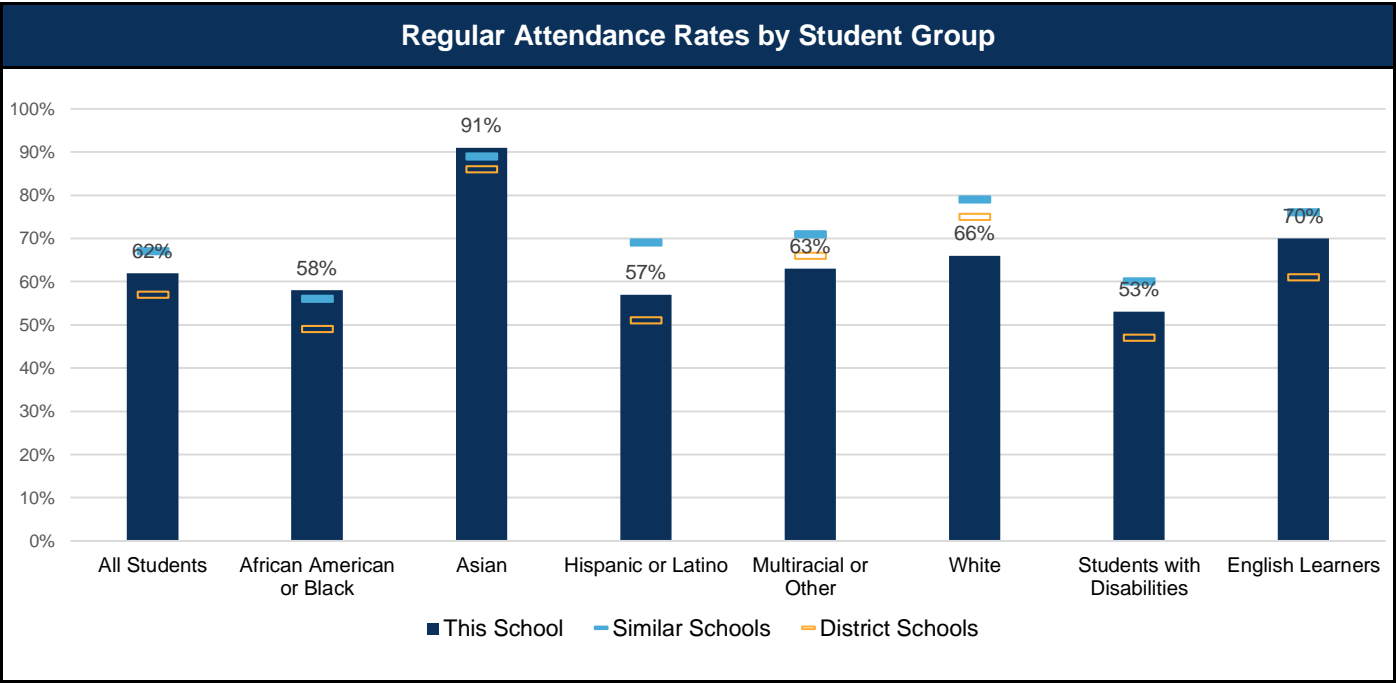
The Pennsylvania Department of Education (PDE) sets the Average Growth Indexes (AGI) standard for all schools (see chart below). In the graphs below, values above 3 are represented as 3 and values below -3 are represented as -3.



PA Department of Education Growth Measure				
< -2.0 Significant evidence that the school did not meet the standard for PA Academic Growth	-2.0 to -1.0 Moderate evidence that the school did not meet the standard for PA Academic Growth	-1.0 to 1.0 Evidence that the school met the standard for PA Academic Growth	1.0 to 2.0 Moderate evidence that the school exceeded the standard for PA Academic Growth	> 2.0 Significant evidence that the school exceeded the standard for PA Academic Growth

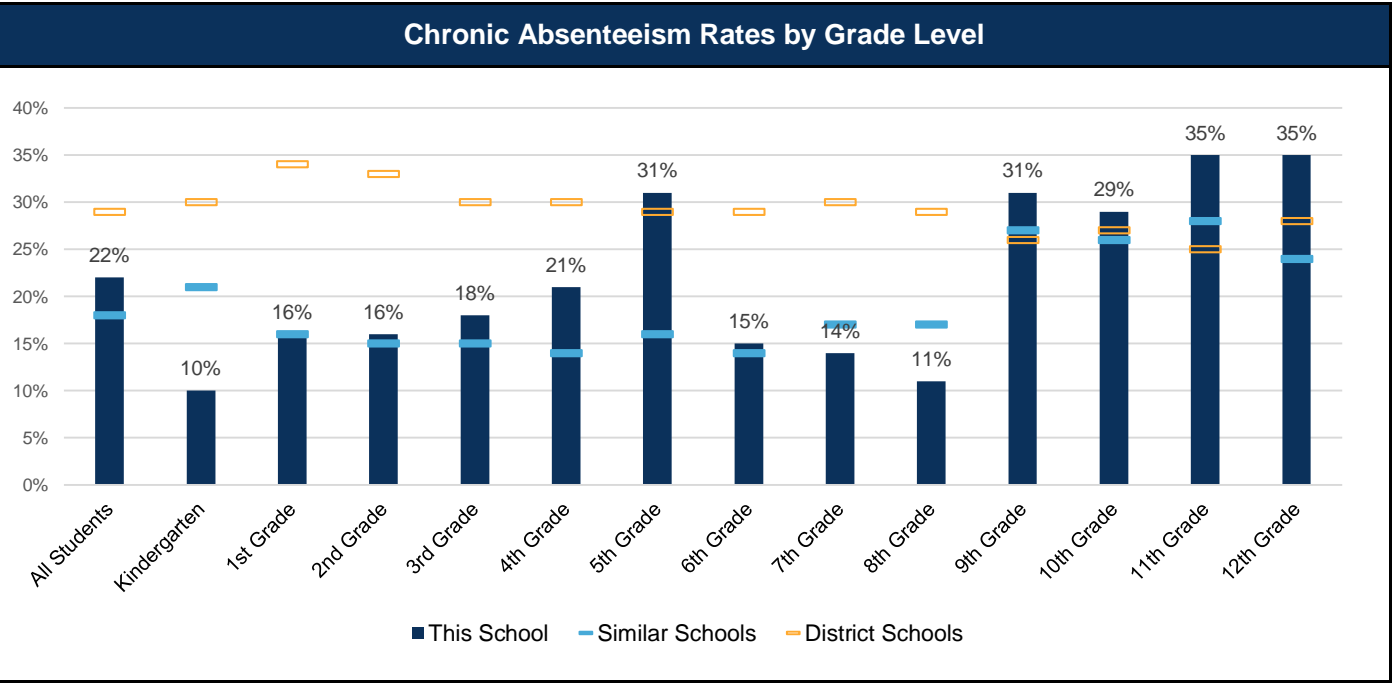
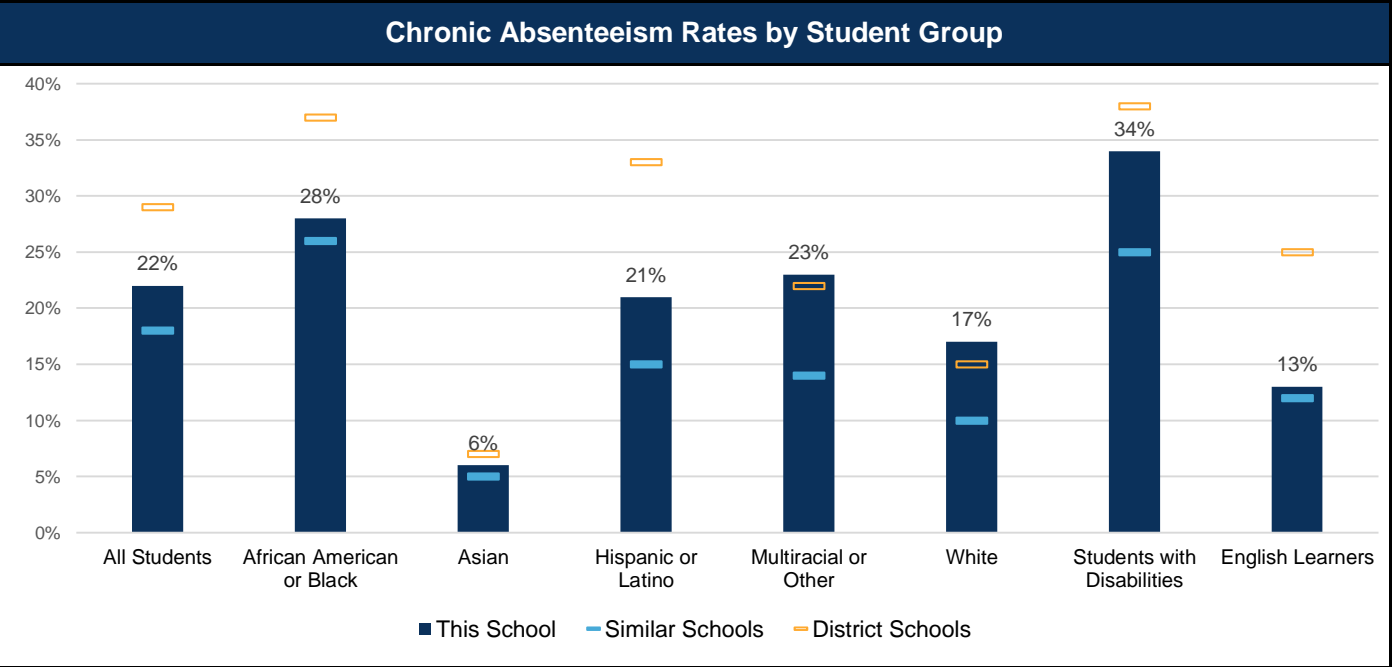
REGULAR ATTENDANCE

Regular Attendance rates reflect the percentage of students that attended 95% or more school days. This is equivalent to having 9 or fewer days of absence during a 180-day school year.



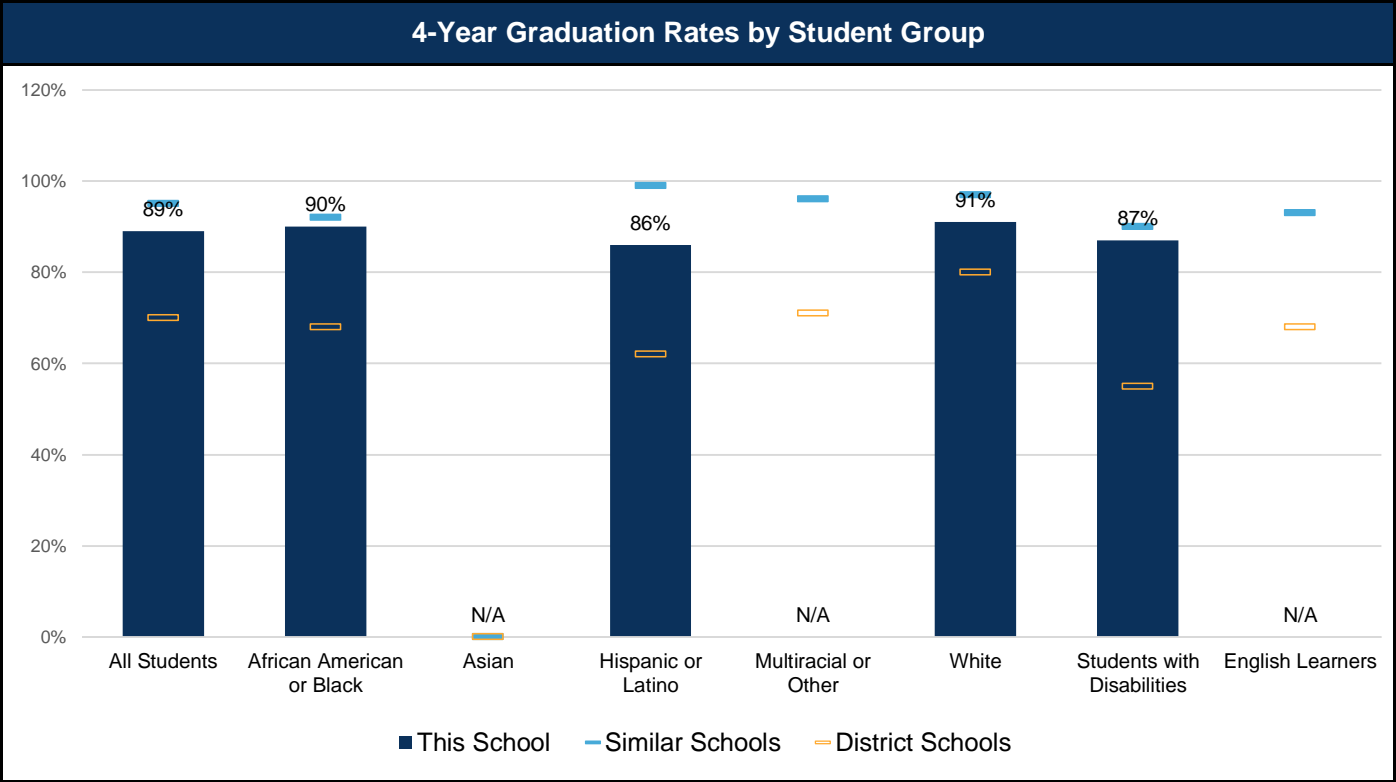
CHRONIC ABSENTEEISM

Chronic Absenteeism rates reflect the percentage of students that were not present for 10% or more school days. This is equivalent to missing at least one day of school every two weeks in a 180-day school year.



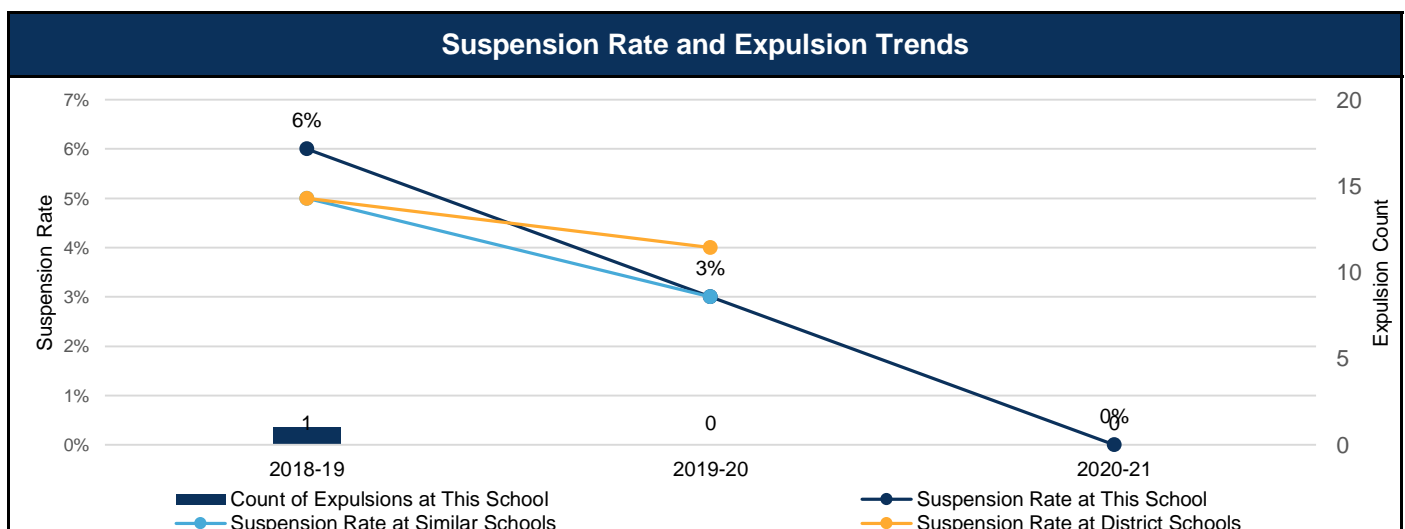
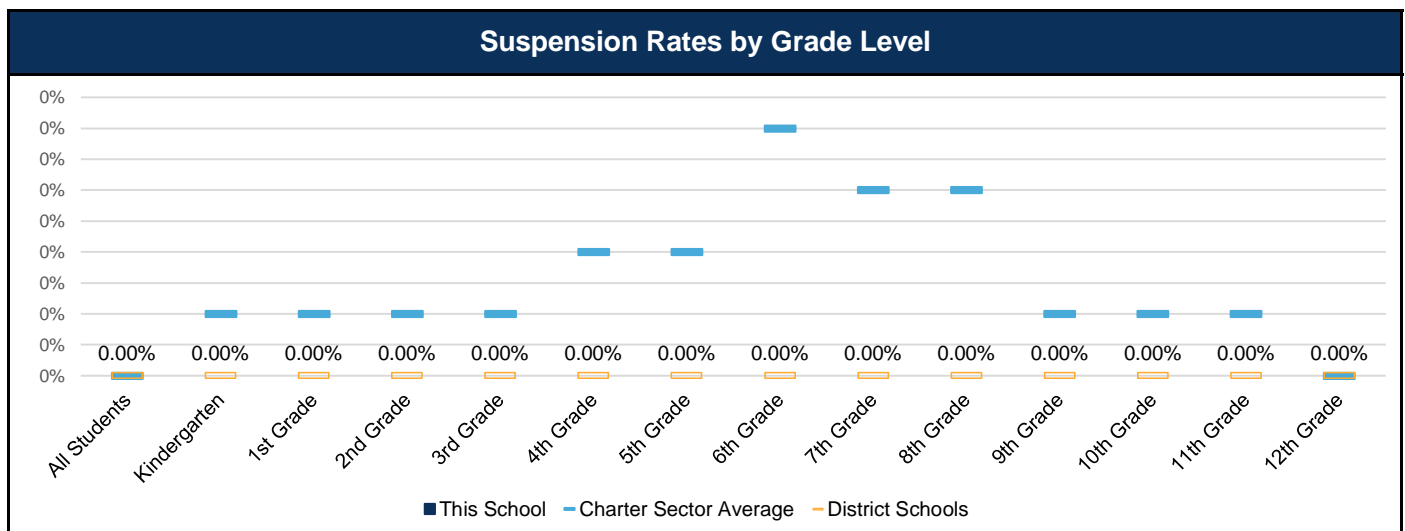
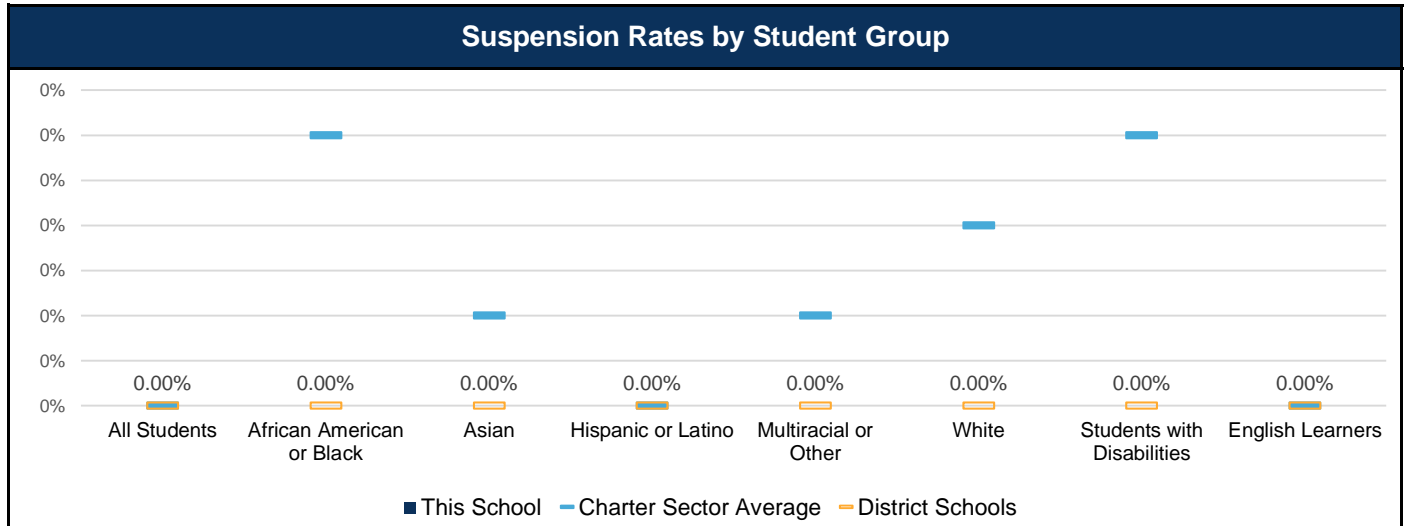
GRADUATION

Graduation rates reflect the percentage of students in the school's adjusted 9th grade cohort that graduated within 4 years.



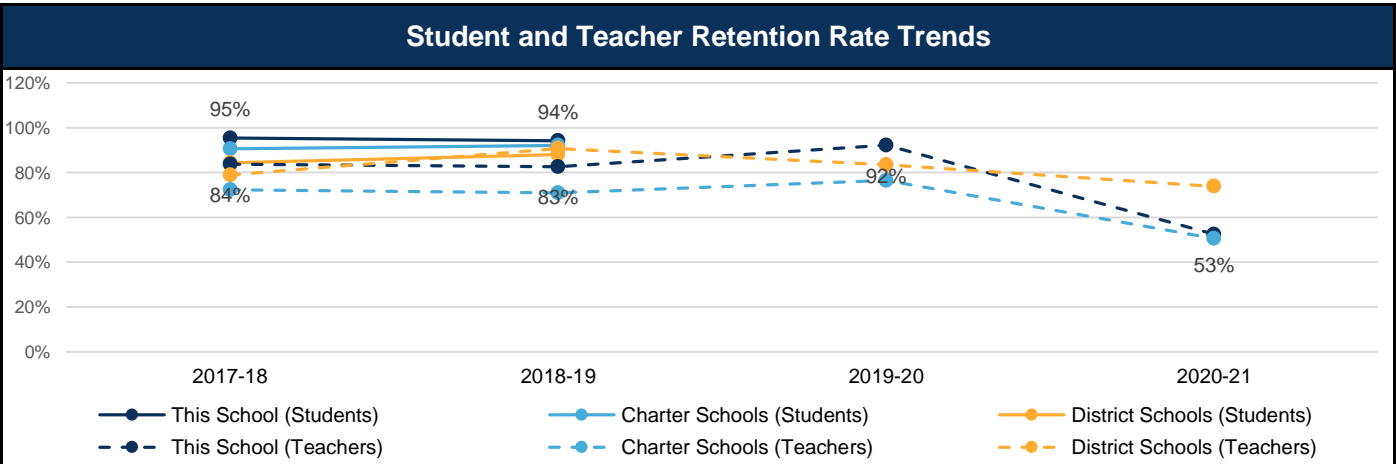
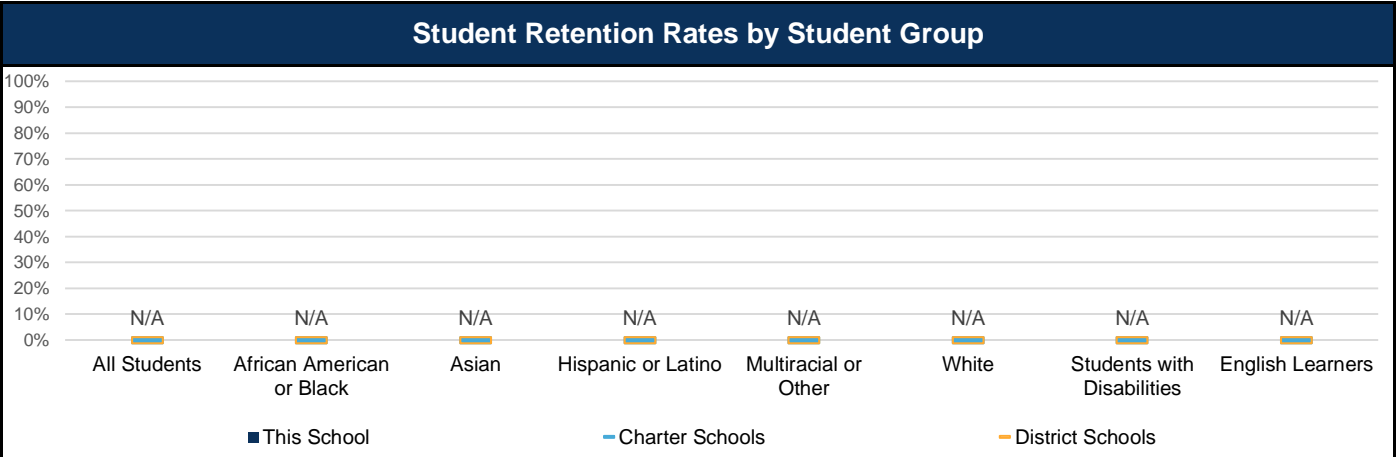
SUSPENSION

Student suspension rates reflect the percentage of the charter school's students that received at least one out-of-school suspension.



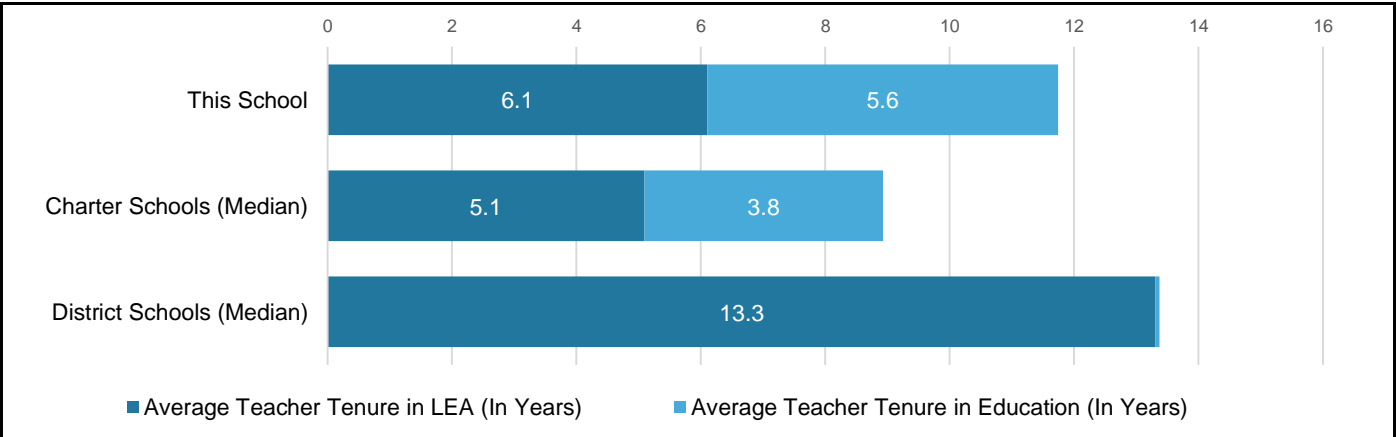
RETENTION

Student retention rates reflect the percentage of students who were enrolled in the charter school at the beginning of the school year and remained enrolled through the beginning of the following school year. Similarly, teacher retention rates reflect the percentage of teachers who were employed by the charter school at the beginning of the school year and remained employed through the beginning of the following year.



TEACHER TENURE

The graph below reflects Pennsylvania Department of Education data about the average number of years teachers have worked at the LEA (charter school or school district) and as educators at any school.



Metric Information

Authorized Enrollment - The maximum number of students a school is allowed to enroll per their charter agreement.

Average Days Cash on Hand - The number of days a school could operate without receiving additional money, calculated as total unrestricted cash divided by the average daily operating expense adjusted to remove non-cash expenses such as depreciation and bad debt.

Chronic Absenteeism - The percentage of students attending fewer than 90% of school days. Student absences are provided to the CSO by each charter school via the annual data packet. Students' days enrolled are obtained through enrollment records that charter schools input to the District's student information system.

Current Ratio - The ratio of short-term assets to short-term liabilities, which measures if a school has enough resources to pay its debt and obligations over the next year.

Debt Ratio - The percentage of a school's total assets that are owed to other individuals or businesses, calculated as total liabilities divided by total assets.

Debt Service Coverage Ratio - Whether a school can meet its debt obligations in the coming year, calculated as net income divided by annual principal, interest, and lease payments.

District Schools Rate - Rate calculated based on all students in District Schools enrolled in the same grades as those served by the Charter School.

First Fall College Matriculation Rate - The percentage of students matriculating into post-secondary institutions in the first fall following high school graduation. Matriculation data is provided by the National Student Clearinghouse.

Graduation Rate - The percentage of students in the 9th grade adjusted cohort that graduate within 4 years. All calculations are based on student records entered into the School District of Philadelphia's student information system by the Charter School.

Growth - The average growth index (AGI) for each student group, based on the PA Department of Education's Growth Measure.

Net Position - How much a school is worth as a percentage of its total annual revenue, calculated as net position divided by total revenue.

Non-Restricted Fund Balance - How much a school is worth as a percentage of its total annual revenue after removing certain items such as property, equipment, and long-term debt, calculated as total non-restricted fund balance divided by total revenue.

Proficiency Rate - The percentage of students scoring in the proficient or advanced categories of the PSSA/Keystone exam in math/Algebra I, ELA/Literature and science/Biology. PSSA results also include all PASA and PSSA-M results and are for all test takers by school year. Keystone proficiency rates are based on the banked 11th grade accountability method.

Regular Attendance - The percentage of students attending 95% or more instructional days. Student absences are provided to the CSO by each charter school via the annual data packet. Students' days enrolled are obtained through enrollment records that charter schools input to the District's student information system.

Retention Rate - The percentage of students attending the Charter School at the end of a school year that re-enroll in the fall (excluding students in terminal grades).

SAT/ACT College Ready Rate - The percentage of students scoring at or above the threshold for college-readiness, as determined by the ACT and the College Board.

Similar Schools Rate - Rate calculated based on all students in the school's Similar Schools Group enrolled in the same grades as those served by the charter school.

Suspension Rate - The percentage of students receiving one or more out-of-school suspensions.

Total Margin - The percentage of a school's total annual revenue not spent, calculated as change in net position divided by total revenue.

Action Item - 25.

Title: The Philadelphia Charter School for the Arts and Sciences at H.R. Edmunds – Application for Charter Renewal - Added 10.18.2022 - FAILED

Board of Education Meeting Date: 10/20/2022

Title: The Philadelphia Charter School for the Arts and Sciences at H.R. Edmunds – Application for Charter Renewal

Term: July 1, 2022 through June 30, 2023

Amendment: None

Description: The Philadelphia Charter School for the Arts and Sciences at H.R. Edmunds applied for renewal of its charter in the 2021-22 school year. A renewal evaluation of this charter school was completed by the Charter Schools Office in 2021-22, and the latest Annual Charter Evaluation with renewal recommendation was completed in 2022 (ACE-R - Renewal Recommendation). The CSO has negotiated a one-year renewal with school-specific conditions, effective July 1, 2022. The renewal includes school-specific conditions related to: (i) receiving a rating of “Approaches Standard” or “Meets Standard” in the Academic Success Domain of the 2023-24 Annual Charter Evaluation Report or the Charter School’s target proficiency rates or Pennsylvania Academic Growth Standard for the 2022-23 PSSA ELA, PSSA Math, and PSSA Science tests (ii) one-hundred percent of documentation submission, in accordance with timelines, as requested by the School District of Philadelphia; and (iii) the submission of a conflict of interest policy that is in compliance with the Nonprofit Law and the Ethics Act and the submission conflict waivers if legal counsel for the Charter School also represents the management organization for the Charter School. The Board of Education will consider this application for charter renewal.

Office Originating Request: Board of Education

ATTACHMENTS:

Description

ACE-R H.R. Edmunds

Type

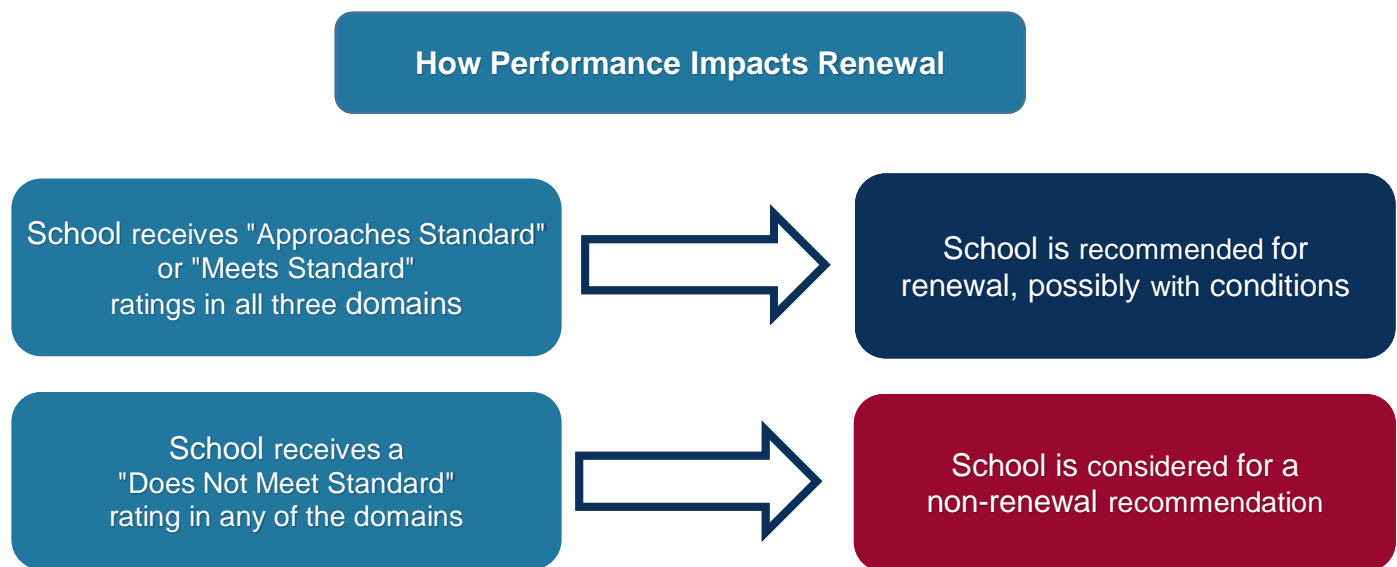
Supporting Document

REPORT PURPOSE

This report is the primary means by which the Charter Schools Office (CSO) of The School District of Philadelphia (District) presents its findings and recommendations regarding a charter school's application for charter renewal to the Board of Education. At the end of each charter term, Pennsylvania requires charter school authorizers to conduct a comprehensive review of a charter school's performance during that term.

The CSO bases its recommendation to renew a charter for a subsequent charter term on a comprehensive review of the current charter term across three domains: Academic Success, Organizational Compliance and Viability, and Financial Health and Sustainability. The Charter School Performance Framework provides a detailed outline of the standards and categories that the CSO evaluates within each domain. Each domain receives a rating of "Meets Standard," "Approaches Standard," or "Does Not Meet Standard" based on points and ratings received. The Charter School Performance Framework also outlines the point and rating system.

These ratings and the substance of the evidence within each domain guide the overall renewal recommendation. If a charter school receives a "Does Not Meet Standard" rating in one or more domains, the CSO will review all evidence and data underlying the ratings to determine whether it will recommend a charter school for non-renewal.



Annual Charter Evaluation 2021-22
Renewal Recommendation Report
The Philadelphia Charter School for the Arts and Sciences at H.R. Edmunds

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General Information	
Address	1197 Haworth St., 19124
Phone	215-537-2520
Website	http://www.stringtheoryschools.org/edmunds-campus/art-science-landing-page/
Network	String Theory Schools
History	Opened in 2012
Current Term	The School is in the 2021-22 renewal cohort, but their last executed charter agreement was effective 07/01/2012-06/30/2017.
Admission	Neighborhood
Mission	<i>"To educate each student according to age and development so that learning and growth are united; integrate the developing mind and body of the student through academics and the performing arts and sciences; ensure each students' excellence in academic skills; awaken and preserve the spirit of our students through the classical arts, science, and technology; nourish this spirit and curiosity so that students continue to flourish long after the end of formal training."</i>

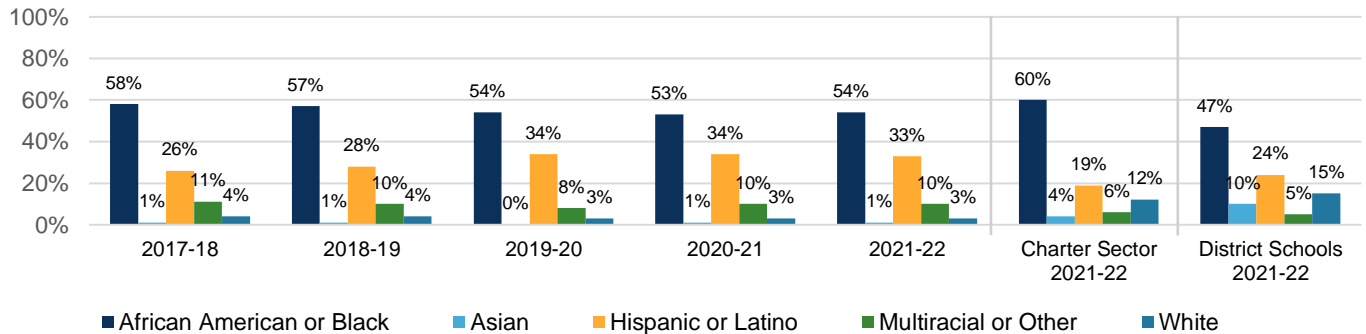
Leadership, Grades Served, and Enrollment History				
School Year	School Leader	Grades Served	Total Enrollment (as of October 1)	Authorized Enrollment
2017-18	Ayanna Johnson	K-8	1027	1015
2018-19	Judith Taggart	K-8	1032	1015
2019-20	Judith Taggart	K-8	1027	1015
2020-21	Judith Taggart	K-8	1031	1015
2021-22	Judith Taggart	K-8	1002	1015

Pennsylvania School Performance Profile Scores			
School Year	This School	Charter School Average	District School Average
2017-18	54	57.8	54.8
2018-19	44.3	58.6	54.1
2019-20	N/A	N/A	N/A
2020-21	N/A	N/A	N/A

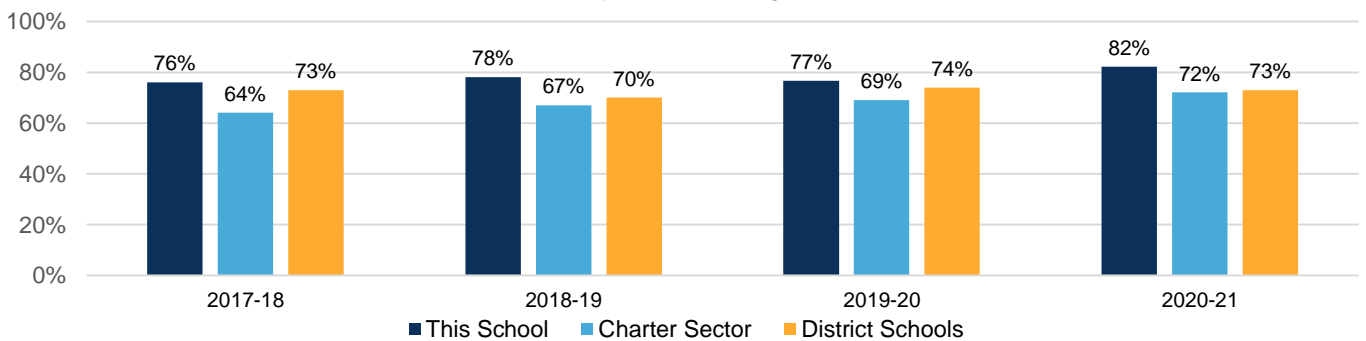
Similar Schools Groups
<p>Similar Schools Groups (SSGs) are comprised of District and charter schools that are the same school type (ES, MS, K8, HS) and serve similar populations of students based on the percentages of students who are economically disadvantaged (+/-10%), students with disabilities (+/-5%), and English learners (+/-7.5%).</p> <p>Schools must fall within all three ranges to be included in a given school's SSG. If a school's SSG has fewer than five schools, the ranges expand to include five schools. The CSO updates SSGs annually.</p> <p>Similar Schools:</p> <p>Alain Locke School, Andrew Hamilton School, Antonia Pantoja Charter School, F. Amedee Bregy School, George W. Sharswood School, Henry A. Brown School, Keystone Academy Charter School, Lindley Academy Charter at Birney, Mastery Charter School at Cleveland, Mastery Charter School at Hardy Williams, Paul L. Dunbar School, Penrose School, Robert E. Lamberton School, Thurgood Marshall School, William H. Hunter School, William McKinley School</p>

Student Demographics

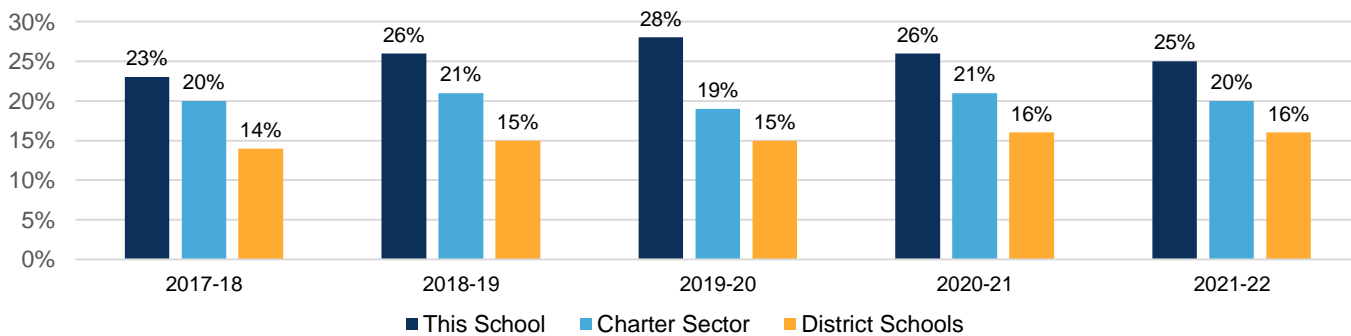
Race and Ethnicity



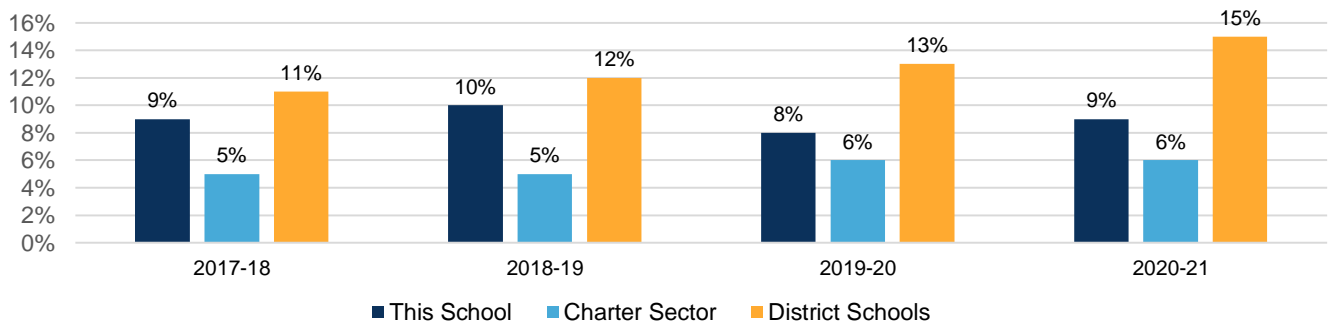
Economically Disadvantaged Students



Students with Disabilities



English Learners



Note: Reports include four years of data because EL status is verified in the fall of the subsequent school year.

EXECUTIVE SUMMARY OVERVIEW

The Executive Summary provides an overview of key indicators for a charter school evaluated during the comprehensive renewal process, which occurs in the last year of a charter term. The length of a charter term is typically five years for charter schools in Pennsylvania. The table below summarizes school performance information for all years of the charter term for which data is available across the three domains evaluated at renewal: Academic Success, Organizational Compliance and Viability, and Financial Health and Sustainability.

The following tables summarize whether the Charter School meets the standard (▲), approaches the standard (■) or does not meet the standard (▼) during the charter term. The Charter School Performance Framework outlines the point allocation for the standards and categories evaluated within each domain.



Academic Success										Domain Rating: Does Not Meet Standard							
Category	Standard	SY 2017-18				SY 2018-19				SY 2019-20				SY 2020-21			
Proficiency		ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science				
	PSSA	▼	▼	▲	▼	▼	▼	N/A	N/A	N/A	N/A	N/A	N/A				
Growth		ELA	Math	Sci. 4	Sci. 8	ELA	Math	Sci. 4	Sci. 8	ELA	Math	Sci. 4	Sci. 8	ELA	Math	Sci. 4	Sci. 8
	PSSA All Students	▲	▲	▲	▲	▼	▼	▲	▼	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	PSSA Lowest	▲	▲	▲	▲	▼	▲	▲	▲	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Attendance	95%+	■				▼				N/A				■			
	Chronic Absenteeism	▲				▼				N/A				■			

Symbol Key							
▲	Full Credit	■	Half Credit	▼	No Credit	N/A	Not Applicable

Points Earned by Category and School Year				
	SY 2017-18	SY 2018-19	SY 2019-20	SY 2020-21
Proficiency	2 / 10	0 / 10	N/A	N/A
Growth	10 / 10	2.75 / 10	N/A	N/A
Attendance	3.75 / 5	0 / 5	N/A	2.5 / 5
Total	15.75 / 25	2.75 / 25	N/A	2.5 / 5

EXECUTIVE SUMMARY

Organizational Compliance and Viability			Domain Rating: Meets Standard
Category	Points Earned	Points Possible	Rating
Mission and Educational Program	N/A	15	N/A
Special Education	10	10	▲
English Learners	10	10	▲
Enrollment	15	15	▲
Student Discipline	10	10	▲
Personnel	10	10	▲
Food, Health, and Safety	10	10	▲
Board Governance	15	15	▲
Timely Reporting	5	5	▲

Financial Health and Sustainability		Domain Rating: Approaches Standard			
Financial Health Category		FY18	FY19	FY20	FY21
Total Margin (% of Revenue)		▲	▲	▲	▲
Current Ratio		▲	▲	▲	▲
Average Days Cash on Hand		▲	▲	▲	▲
Net Position (% of Revenue)		▲	▲	▲	▲
Non-Restricted Fund Balance		▲	▲	▲	▲
Debt Ratio		▲	▲	▲	▲
Debt Service Coverage Ratio		N/A	N/A	N/A	N/A
Fiscal Management Category		FY18	FY19	FY20	FY21
Audit Findings		▲	▲	▲	▲
Delinquency and Default		▲	▲	▲	▲
PSERS		▲	▲	▲	▲
Financial Transactions		▼			
Related Parties		▲			
Payroll		▲			

Academic Success Domain Rating: Does Not Meet Standard

Please note that state tests were not administered during the 2019-20 school year and participation was limited during the 2020-21 school year due to the COVID-19 pandemic. For those reasons, data for PSSA and Keystone tests will not be displayed.

PROFICIENCY

Proficiency rates are compared to the same grades served by the Charter School in two comparison groups: Similar Schools (charter and District schools with similar demographics) and District Schools. Schools earn full credit if their proficiency rate meets or exceeds both Similar Schools and District Schools and half credit for meeting or exceeding only one of the comparison groups.

PSSA Proficiency: 10% of points possible

PSSA Proficiency Rates									
	ELA Grades 3 - 8			Math Grades 3 - 8			Science Grades 4 & 8		
Points Possible:	4 per year			4 per year			2 per year		
School Year	This School	Similar Schools	District Schools	This School	Similar Schools	District Schools	This School	Similar Schools	District Schools
2017-18	28%	36%	37%	10%	15%	21%	36%	33%	36%
2018-19	26%	35%	37%	10%	17%	23%	34%	38%	41%
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

GROWTH

The Pennsylvania Department of Education (PDE) sets the Average Growth Indexes (AGI) standard for all schools (see chart below). Schools earn full credit for overall and lowest performing AGIs at or above -1, the minimum score reflecting evidence that the school met the growth standard, and no credit for AGIs below -1, which indicates that there was evidence that the school did not meet the growth standard.

PSSA Growth: 64% of points possible

PSSA Average Growth Indexes								
	ELA Grades 4 - 8		Math Grades 4 - 8		Science Grade 4		Science Grade 8	
Points Possible:	2.5 per year	1 per year	2.5 per year	1 per year	1.25 per year	0.25 per year	1.25 per year	0.25 per year
School Year	All Students	Lowest Performing	All Students	Lowest Performing	All Students	Lowest Performing	All Students	Lowest Performing
2017-18	1.73	2.14	0.77	2.15	-0.60	-0.24	-0.09	0.33
2018-19	-1.71	-2.32	-1.14	-0.85	-0.61	0.06	-3.27	0.56
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

PA Department of Education Growth Measure				
< -2.0	-2.0 to -1.0	-1.0 to 1.0	1.0 to 2.0	> 2.0
Significant evidence that the school did not meet the standard for PA Academic Growth	Moderate evidence that the school did not meet the standard for PA Academic Growth	Evidence that the school met the standard for PA Academic Growth	Moderate evidence that the school exceeded the standard for PA Academic Growth	Significant evidence that the school exceeded the standard for PA Academic Growth

ATTENDANCE & CHRONIC ABSENTEEISM

Attendance rates are compared to the same grades served by the Charter School in two comparison groups: Similar Schools (charter and District schools with similar demographics) and District Schools.

Schools earn full credit if their 95%+ attendance rate (the percentage of students attending 95% or more instructional days) meets or exceeds both Similar Schools and District Schools and earn half credit for meeting or exceeding only one of the comparison groups.

Schools earn full credit if their chronic absenteeism rate (the percentage of students attending fewer than 90% of instructional days) is lower than both Similar Schools and District Schools and half credit if it is lower than one comparison group.

Please note that 2019-20 attendance data reflects attendance through March 13, 2020 and is for informational purposes only.

Attendance & Chronic Absenteeism: 42% of points possible

95%+ Attendance Rates			
Points Possible:	2.5 per year		
School Year	This School	Similar Schools	District Schools
2017-18	46%	47%	46%
2018-19	40%	46%	48%
2019-20	53%	50%	56%
2020-21	51%	44%	55%

Chronic Absenteeism Rates			
Points Possible:	2.5 per year		
School Year	This School	Similar Schools	District Schools
2017-18	23%	25%	27%
2018-19	26%	25%	25%
2019-20	19%	25%	21%
2020-21	39%	39%	31%

Organizational Compliance and Viability Domain Rating: Meets Standard

Mission and Educational Plan

For the 2021-22 renewal cohort, the Mission and Educational Plan component is nonevaluative. This year's renewal cohort participated in a pilot program to support the development of an updated protocol.

Document Review

As a component of the comprehensive renewal evaluation, the Charter Schools Office reviews schools' records and compiles data from prior annual reports to evaluate Organizational Compliance and Viability standards for Special Education, English Learners, Student Discipline, Enrollment, Personnel, Timely Reporting, Food, Health, and Safety, and Board Governance.

Special Education	Meets Standard (10/10)		
Child Find Notice. Special education child find policy is accessible on the school website and includes information on program availability, screening activities, and how parents can request services.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Manifestation Determination Policy. Student Code of Conduct is differentiated for students with disabilities referencing specific, compliant procedures for manifestation determination.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Manifestation Determination Practice. School implements a compliant manifestation determination process for students with disabilities when it considers a change in placement because of a discipline incident.	N/A	2018 ACE	Prior to July 2021, standard was only evaluated at renewal.
	N/A	2019 ACE	Prior to July 2021, standard was only evaluated at renewal.
	N/A	2020 ACE	Prior to July 2021, standard was only evaluated at renewal.
	N/A	2021 ACE	The School did not recommend any students with disabilities for change of placement due to behavior during the school year.

Special Education

Screening. Implements and provides evidence of universal screening, initial assessments, and/or referral system to determine academic and behavior levels.	▲	Evaluated at Renewal	
Monitoring. Implements and provides evidence of ongoing assessment and progress monitoring to provide information on student progress and behavioral outcomes.	▲	Evaluated at Renewal	
Tiered Instruction. Implements and provides evidence of a multi-tier approach to differentiate instruction and implement academic and behavior interventions.	▲	Evaluated at Renewal	
IEP Progress Monitoring. Provides evidence of tracking students' progress toward meeting annual goals.	▲	Evaluated at Renewal	
Secondary Transition. IEPs include transitional services for all students ages 14 – 21, if applicable.	▲	Evaluated at Renewal	
IEP Timeliness. Valid IEPs are in place with evidence of required signatures and parent participation.	▲	Evaluated at Renewal	In an audit conducted by the Office of Auditing Services in a review of 60 Special Education files, an error rate of 1.7% (1 files) was found.
BSE Findings. The PA Bureau of Special Education found no significant areas of noncompliance in their most recent review.	TBD	Evaluated at Renewal	The School's most recent Bureau of Special Education review took place on May 10, 2021. The School has until June 16, 2022 to fix areas of noncompliance.

English Learners		Meets Standard (10/10)	
ESL Policy. English as a Second Language policy, including notification, identification, programming, and expectations for proficiency, is consistent with Pennsylvania English as a Second Language regulations.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
EL Timely Evaluation. English as a Second Language policy includes expectation for timely evaluation of students, within the first 30 days of school or if transferred, within 14 days of enrollment.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▼	2021 ACE	3% of English Learners (3 of 94) were not identified as being English Learners within 30 days of enrollment at the start or 14 days of enrollment during the school year.
ESL ACCESS. English Learners are administered the ACCESS assessment annually.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	Not Rated	2021 ACE	Due to the constraints of COVID-19 related school closures, LEAs were presented with challenges in administering the 2021 ACCESS for ELLs exam. Administration of the 2021 ACCESS for ELLs was required for all schools serving English Learners. 93% of English Learners (86 of 92) were provided the ACCESS for ELLs Evaluation during the 2020-21 school year. The School provided documentation for attempted administration or parent refusal for 6 of 6 students not tested.
EL Identification. School implements a compliant process for identifying English Learners.	▲	Evaluated at Renewal	
EL Notification. School notifies parents/guardians in writing of placement in ESL program and assessment results in preferred language.	▲	Evaluated at Renewal	
EL Exiting. School exits students from the ESL program when they meet the appropriate exit criteria.	▲	Evaluated at Renewal	

Enrollment		Meets Standard (15/15)	
Enrollment Policy. Enrollment policy complies with Pennsylvania regulations on student enrollment, including no additional mandatory paperwork or steps for families beyond what can be required, recognition of a lottery process if needed, and no noncompliant lottery preferences.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Student Application. Student application only requires name, address, date of birth or age, gender, grade applying for, current school, guardian information, and sibling information.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Enrollment Materials. Enrollment materials only require proof of age and address, home language survey, immunization record and parent registration statements to enroll. No prohibited items as defined by PDE are included.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Lottery and Waitlist Process. School selects students at random, except that it may give preference in enrollment consistent with the school's charter agreement and charter school law.	N/A	Evaluated at Renewal	The School does not hold a lottery because of its status as a Renaissance school.
Enrollment Process. Only proof of age and address, home language survey, immunization record, and parent registration statement are required to enroll officially.	▲	Evaluated at Renewal	
Geographic Preference Alignment. When applicable, the School adheres to geographic enrollment preferences outlined in its charter agreement.	Not Rated	Evaluated at Renewal	In the 2017-2018 school year, 100% of newly enrolled students met the Geographic Preference Alignment criteria. In the 2018-2019 school year, 100% of newly enrolled students met the Geographic Preference Alignment criteria. In the 2019-2020 school year, 100% of newly enrolled students met the Geographic Preference Alignment criteria. In the 2020-21 school year, 100% of newly enrolled students met the Geographic Preference Alignment criteria.

Student Discipline		Meets Standard (10/10)	
Code Due Process. The School's Code of Conduct identifies all student due process rights codified in Chapter 12 of the PA Public School Code, including those related to long-term suspensions and expulsions, such as formal hearing and appeal rights.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Truancy Policy. School's truancy policy requires an attendance conference before referral of truancy matters to a legal entity and prohibits suspension, expulsion, or transfer due to truant behavior.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Expulsion Process. Implemented compliant due process procedures for students recommended for expulsion.	N/A	2018 ACE	Prior to July 2021, standard was only evaluated at renewal.
	N/A	2019 ACE	Prior to July 2021, standard was only evaluated at renewal.
	N/A	2020 ACE	Prior to July 2021, standard was only evaluated at renewal.
	▲	2021 ACE	
SDP Alignment (Renaissance Only). Code of Conduct is aligned in intent with District Code of Conduct for out-of-school suspensions and expulsions, including policy on suspensions by grade level, as required by the charter agreement.	▼	2018 ACE	Code of Conduct did not align with SDP regarding consequences
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	

Personnel		Meets Standard (10/10)	
Certified ESL Teachers. ESL teachers are directly employed and appropriately certified.	▲	2018 ACE	100% of ESL teachers were appropriately certified.
	▲	2019 ACE	100% of ESL teachers were appropriately certified.
	▲	2020 ACE	100% of ESL teachers were appropriately certified during the 2019-20 school year.
	▲	2021 ACE	100% of ESL teachers were appropriately certified during the 2020-2021 school year.
Certified SPED Teachers. Special education teachers are appropriately certified.	▲	2018 ACE	100% of Special Education teachers were appropriately certified.
	▲	2019 ACE	100% of Special Education teachers were appropriately certified.
	▲	2020 ACE	100% of Special Education teachers were appropriately certified.
	▲	2021 ACE	100% (24 of 24) Special Education teachers were appropriately certified.
Certified Instructional Leader. Instructional Leader is appropriately certified.	▲	2018 ACE	At least one instructional leader was appropriately certified.
	▲	2019 ACE	At least one instructional leader was appropriately certified.
	▲	2020 ACE	At least one instructional leader was appropriately certified.
	▲	2021 ACE	At least one instructional leader was appropriately certified.
Checks and Clearances. Appropriate, valid employee checks and clearances are in place for staff based on sample file review.	▲	Evaluated at Renewal	

Timely Reporting		Meets Standard (5/5)	
Timely Annual Report. Submits complete annual report information by August 1, annually.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Timely Financial Audit. Submits final, audited financial statements by December 31, annually.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	

Food, Health, and Safety		Meets Standard (10/10)	
Food Safety. School provides a safe and clean food facility as evaluated by the City of Philadelphia Department of Public Health and Office of Food Protection.	▼	2018 ACE	1 of 2 inspections were noncompliant.
	▲	2019 ACE	2 of 2 inspections were compliant.
	▲	2020 ACE	1 of 1 inspection was compliant.
	▲	2021 ACE	2 of 2 inspections were compliant.
Health Services Policy. School's Health Services Policy clearly outlines all mandated student health services and a process for ensuring compliance with student immunization requirements.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	0
Emergency Preparedness. School has a complete and up-to-date fire safety and evacuation plan, completed all the required emergency evacuation drills in a timely manner, and has no violations related to portable fire extinguishers.	▼	2018 ACE	The School had 1 violation related to evacuation drills.
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	0
Water Quality. School complies with applicable water quality requirements of the Pennsylvania Board of Health and the school posted its most recent water quality testing results on its publicly available website.	N/A	2018 ACE	Standard was introduced in the 2018-19 school year.
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	0
Mandated Health Services. School ensures all required student health exams and screenings occur annually in the appropriate grades.	Not Rated	Evaluated at Renewal	Due to the impact of COVID-19 and data limitations, this metric will not be rated for the 2021-2022 renewal cohort.
Certified School Nurse. A certified school nurse is available for an appropriate number of students at the school.	▲	Evaluated at Renewal	
Food Service Program. School meets requirements under the National School Lunch and Breakfast Programs as evaluated by PDE.	▲	Evaluated at Renewal	

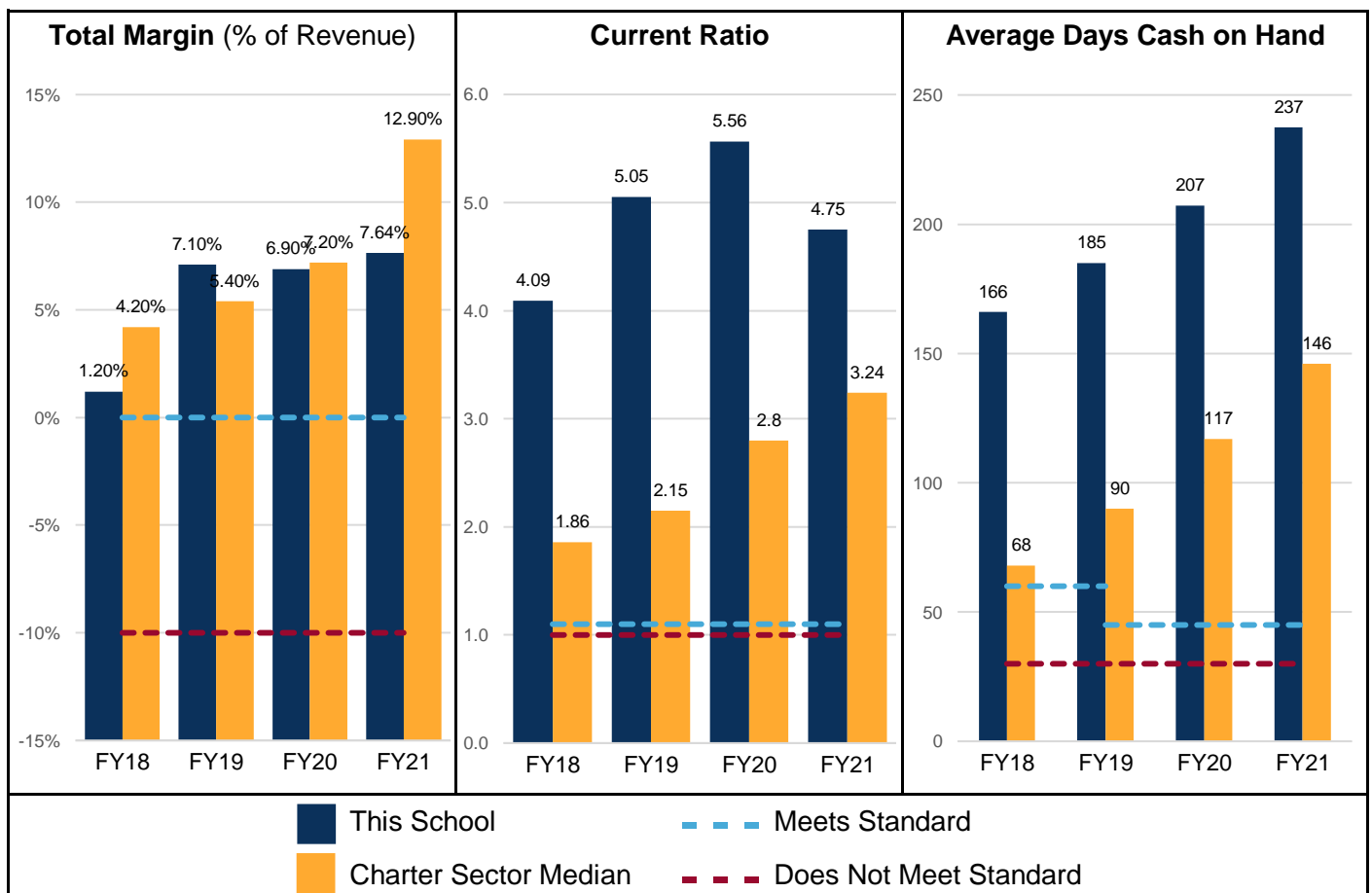
Board Governance		Meets Standard (15/15)	
Sunshine Act. Approved Board minutes reflect practices and contain information consistent with the PA Sunshine Act, including the place, date, and time of meeting; Board members present; and the identities of any public citizens that comment during the meeting.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Board Oversight. Approved Board minutes indicate votes on budget, personnel salaries, and the school calendar.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Board Accessibility. The school provides a reasonable opportunity for members of the public to comment.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Board Member Training. Board Members receive required training on the skills and knowledge necessary for individuals to serve successfully on the governing bodies of public schools.	N/A	2018 ACE	Standard was introduced in the 2020-21 school year.
	N/A	2019 ACE	Standard was introduced in the 2020-21 school year.
	N/A	2020 ACE	Standard was introduced in the 2020-21 school year.
	▲	2021 ACE	
Board Contact Information. School website lists email addresses for every individual serving on the Board of Trustees.	N/A	2018 ACE	Standard was introduced in the 2020-21 school year.
	N/A	2019 ACE	Standard was introduced in the 2020-21 school year.
	N/A	2020 ACE	Standard was introduced in the 2020-21 school year.
	▲	2021 ACE	
Statements of Financial Interest. Statements of Financial Interest are completed accurately and timely for all Board members and charter school administrators.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Ethics Act. Board members comply with PA Public Official and Employee Ethics Act including, but not limited to, conflicts of interest.	▲	Evaluated at Renewal	
Board Structure. Board implements structure, including the number of members, officers and terms of service, consistent with its Bylaws.	▲	Evaluated at Renewal	

Financial Health and Sustainability Domain: Approaches Standard

Financial Health

Evaluative metrics measured the Charter School's short-term and long-term financial health over each of the four fiscal years of available data. Metrics that do not meet the standard are displayed in red.

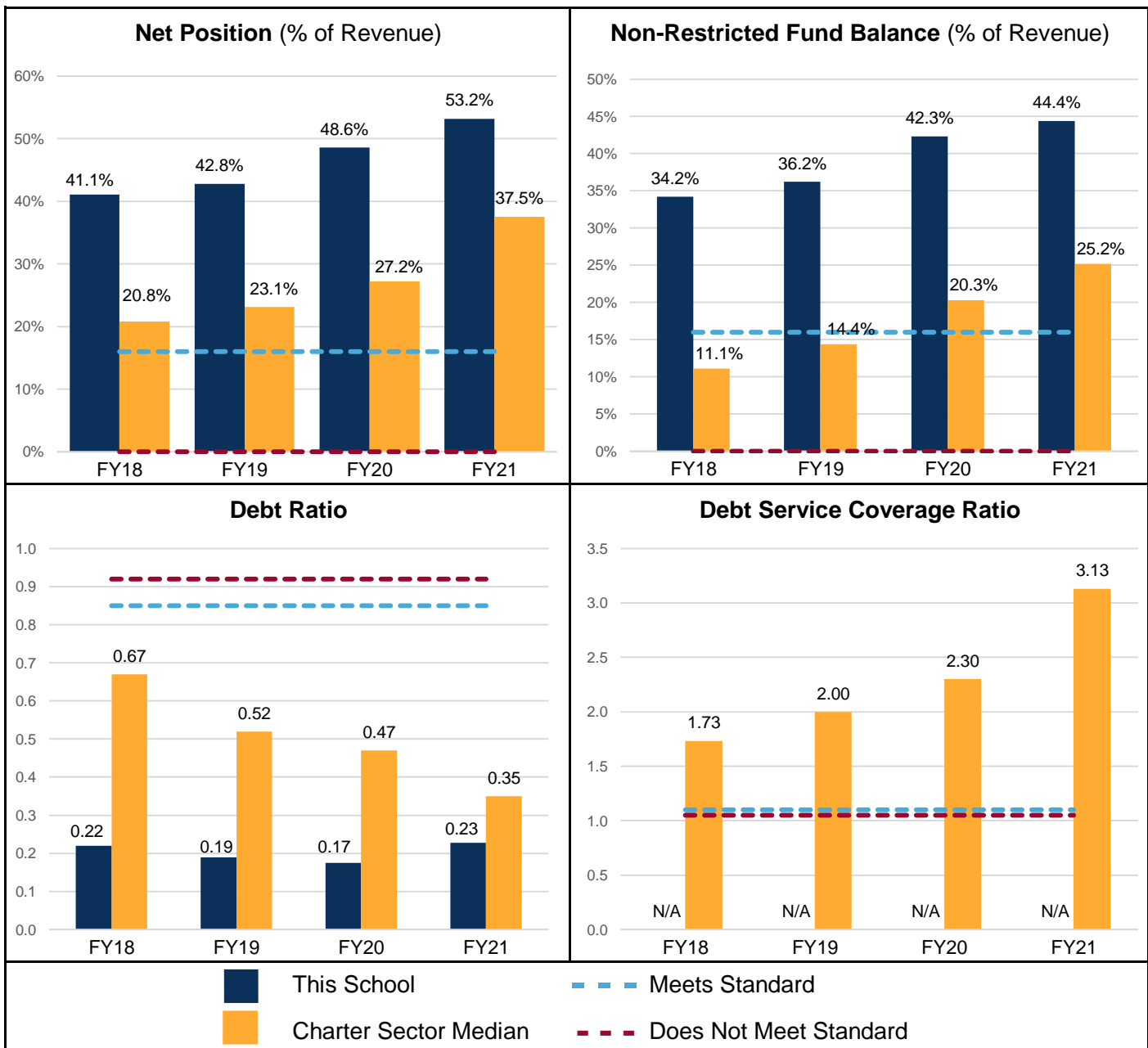
Financial Health		Meets Standard	
Short-Term Metrics			
Fiscal Year	Total Margin (% of Revenue)	Current Ratio	Average Days Cash on Hand
FY18	1.20%	4.09	166
FY19	7.10%	5.05	185
FY20	6.90%	5.56	207
FY21	7.64%	4.75	237



Long-Term Metrics

Fiscal Year	Net Position (% of Revenue)	Non-Restricted Fund Balance (% of Revenue)	Debt Ratio	Debt Service Coverage Ratio*
FY18	41.1%	34.2%	0.22	N/A
FY19	42.8%	36.2%	0.19	N/A
FY20	48.6%	42.3%	0.17	N/A
FY21	53.2%	44.4%	0.23	N/A

Note: Negative Debt Service Coverage Ratios are displayed as 0.



Fiscal Management

The Office of Auditing Services (OAS) of the School District of Philadelphia supports the assessment of fiscal management.

Fiscal Management		Does Not Meet Standard	
Compliance Requirements Reviewed by CSO			
Audit Findings. No material audit findings, deficiencies, or weaknesses identified in the annual audit.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Debt Delinquency and Default. The school is meeting its debt obligations and covenants.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
PSERS. No missed payments to PSERS that exceed the lower of 1% of revenues or \$100,000.	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
Compliance Requirements Reviewed by Office of Auditing Services			
Financial Transactions. No major findings related to accounting practices.	▼	Evaluated at Renewal	OAS requested documentation for 41 disbursement transactions from the FY2020 general ledger. Documentation was not provided for 21 transactions. This is a 50% error rate.
Related Parties. Transactions between related parties are limited to those that support school operations, are formalized with appropriate contracts, and are free of apparent conflicts of interest.	▲	Evaluated at Renewal	
Payroll. No significant findings related to payroll transactions.	▲	Evaluated at Renewal	

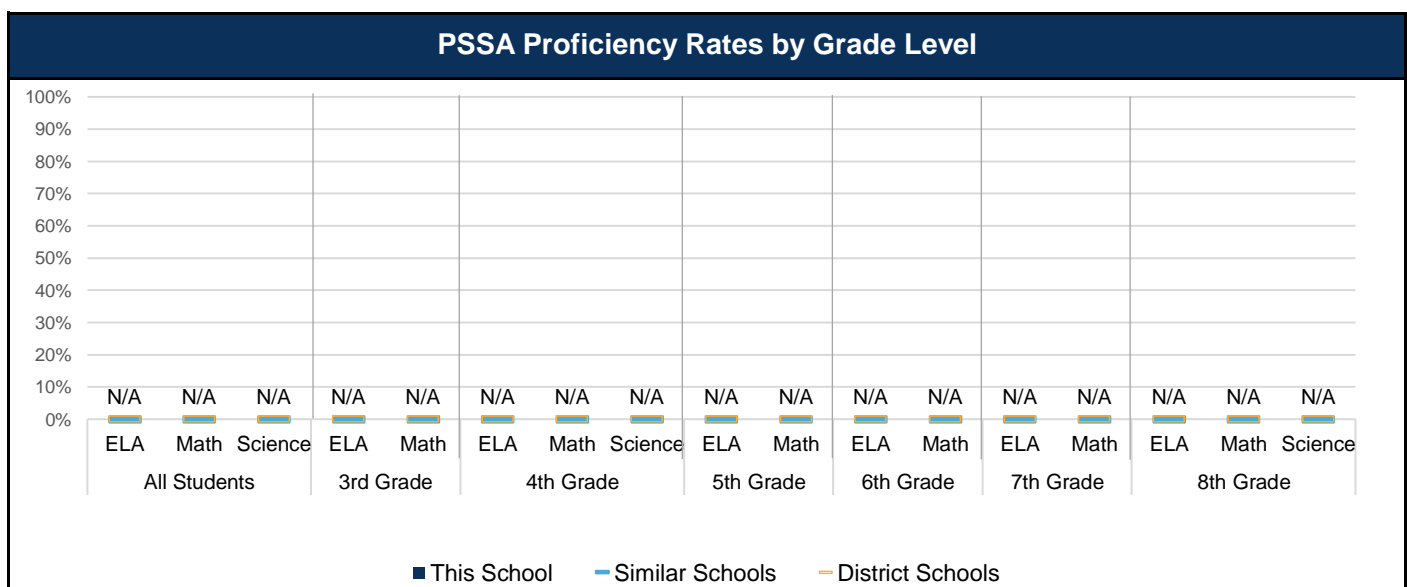
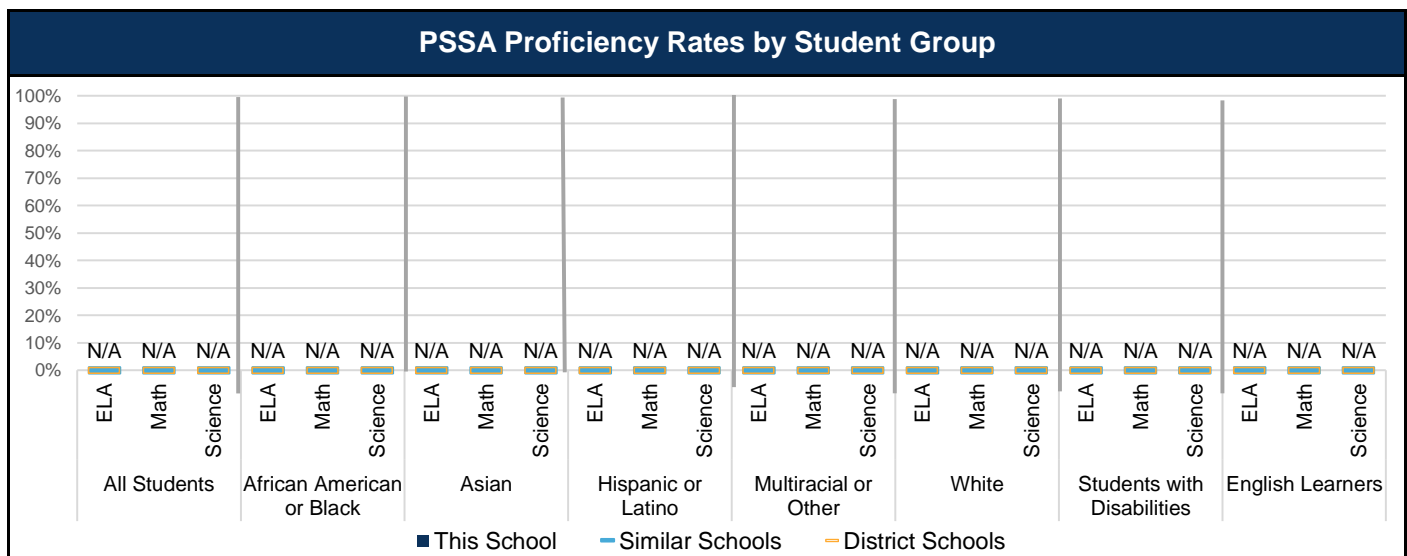
EQUITY AND CLIMATE OVERVIEW

The Charter Schools Office reports additional indicators of Equity and School Climate for informational purposes. When possible, graphs present information disaggregated by student group and grade level to reflect students' experiences throughout their tenure at the school. Similar School and District School rates provide context.

The CSO recognizes that there are multiple dimensions to both equity and climate, many of which are not captured in this report. The CSO encourages stakeholders to use this data, along with other resources, to gain insights into students' experiences, assess the school environment's fairness, and, if necessary, to make adjustments that promote positive experiences and successful outcomes for all students.

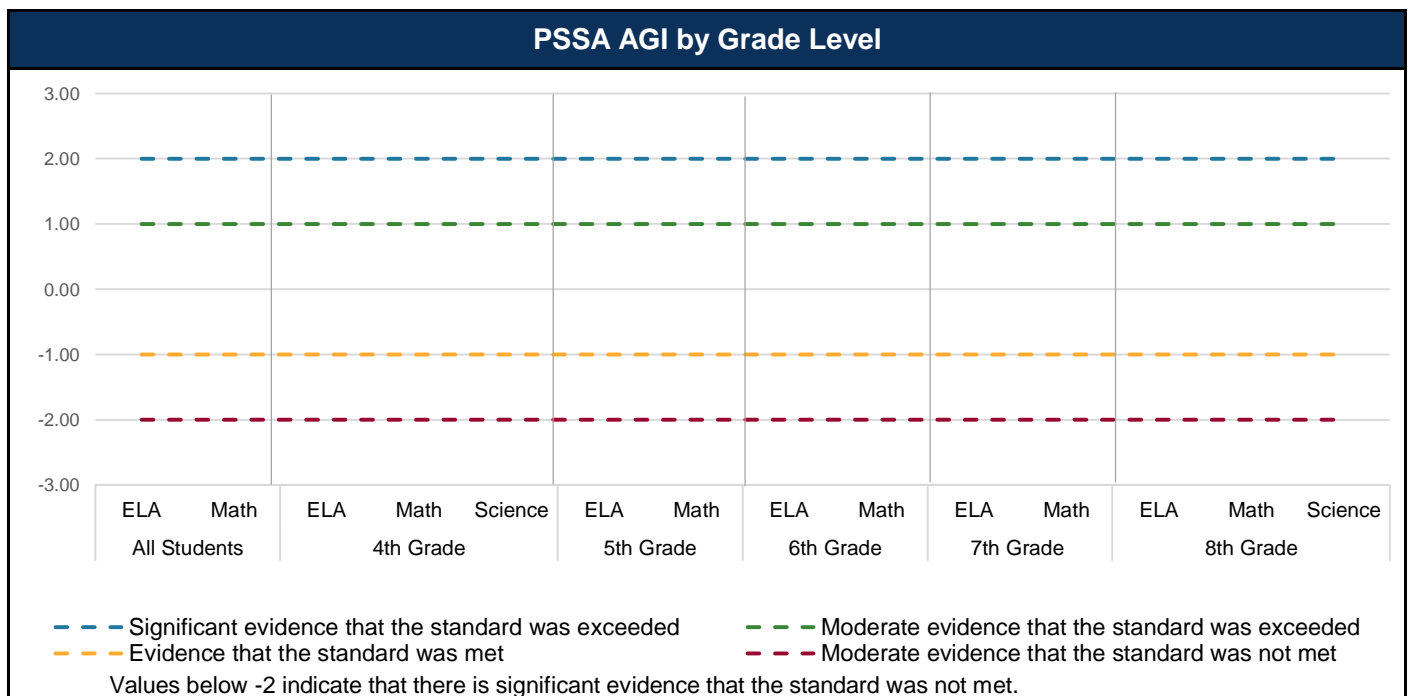
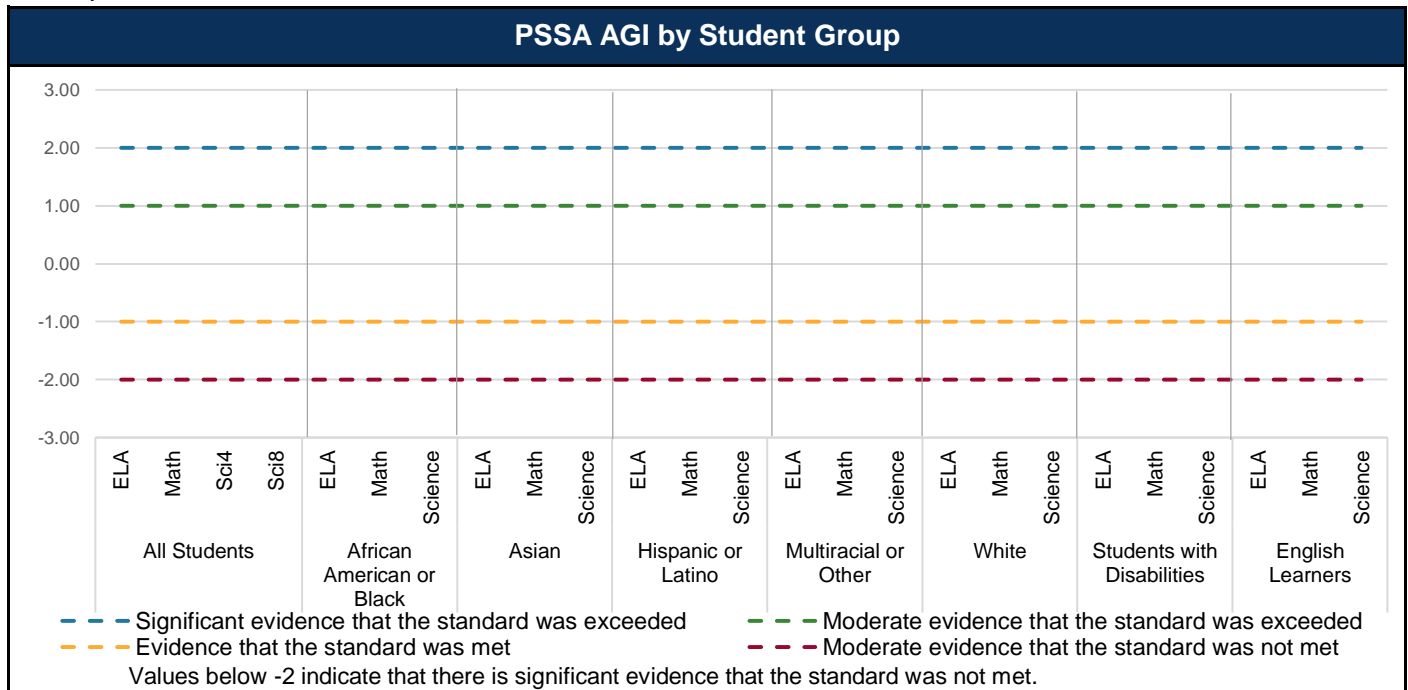
PROFICIENCY RATES

Proficiency rates reflect the percentage of students scoring in the advanced and proficient score categories.



AVERAGE GROWTH INDEXES (AGI)

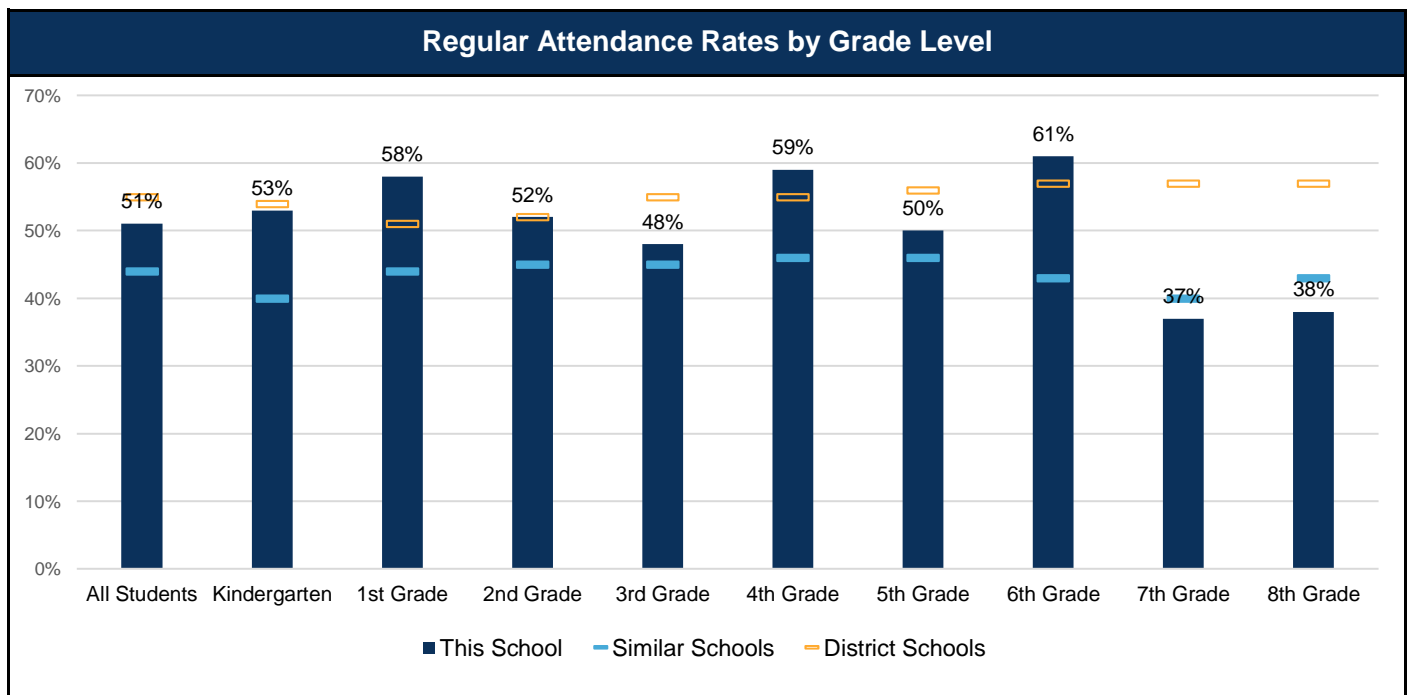
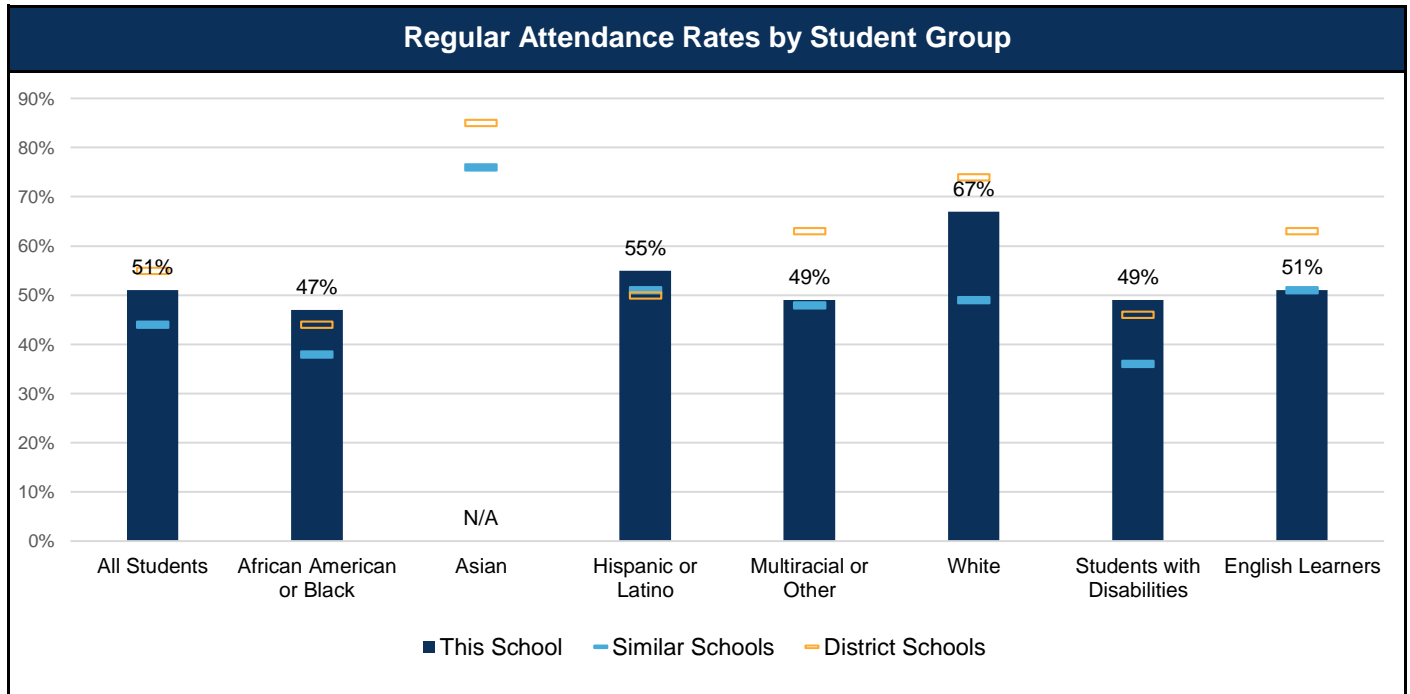
The Pennsylvania Department of Education (PDE) sets the Average Growth Indexes (AGI) standard for all schools (see chart below). In the graphs below, values above 3 are represented as 3 and values below -3 are represented as -3.



PA Department of Education Growth Measure				
< -2.0 Significant evidence that the school did not meet the standard for PA Academic Growth	-2.0 to -1.0 Moderate evidence that the school did not meet the standard for PA Academic Growth	-1.0 to 1.0 Evidence that the school met the standard for PA Academic Growth	1.0 to 2.0 Moderate evidence that the school exceeded the standard for PA Academic Growth	> 2.0 Significant evidence that the school exceeded the standard for PA Academic Growth

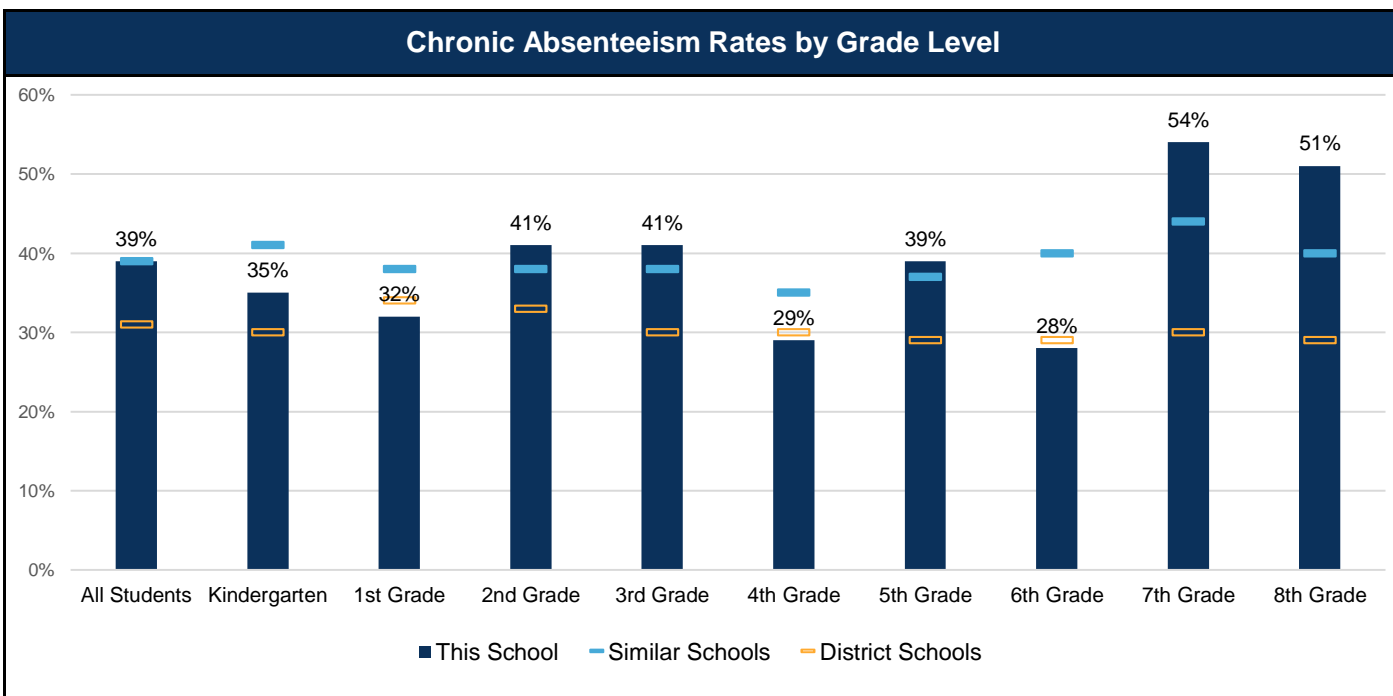
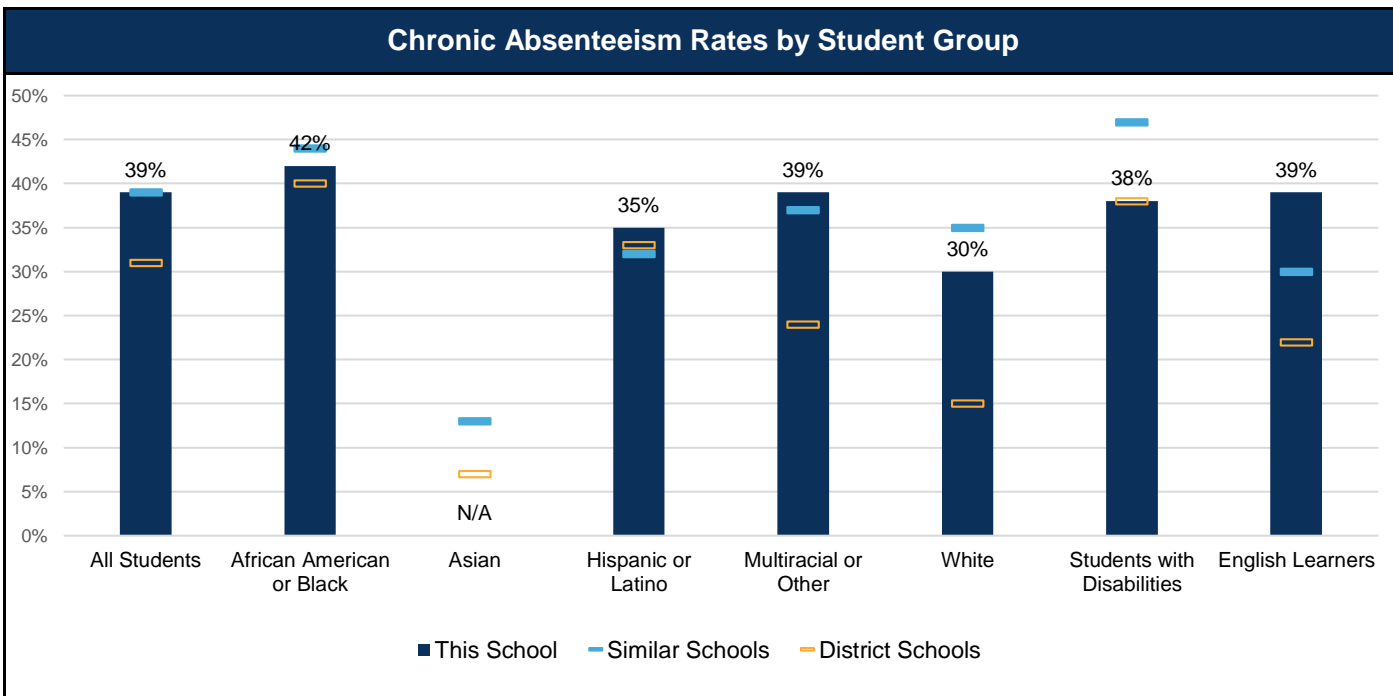
REGULAR ATTENDANCE

Regular Attendance rates reflect the percentage of students that attended 95% or more school days. This is equivalent to having 9 or fewer days of absence during a 180-day school year.



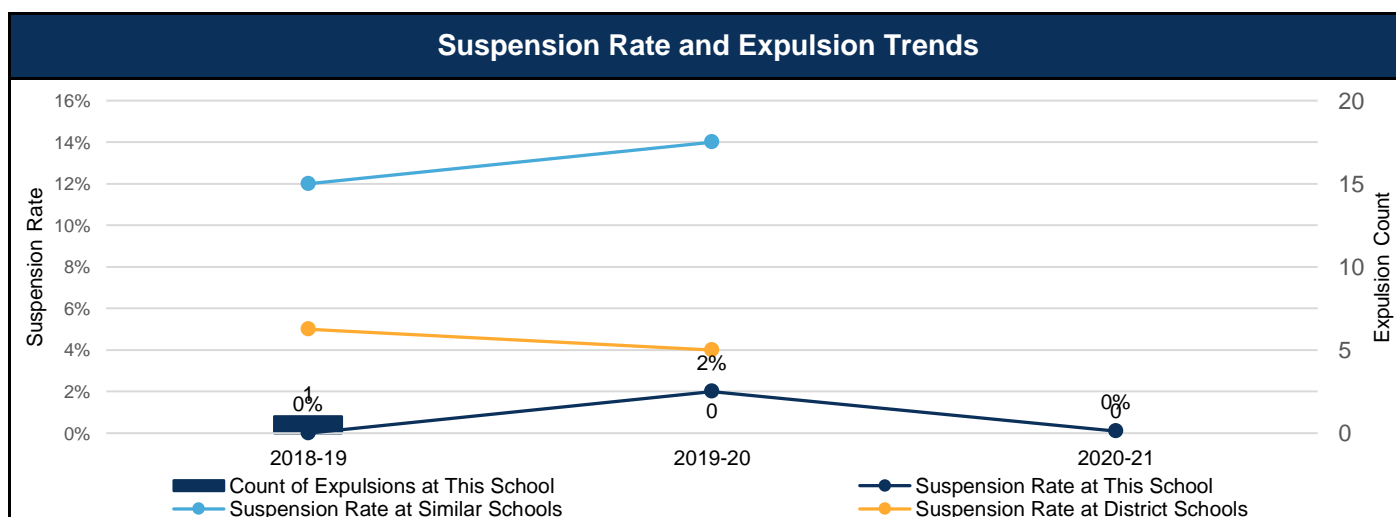
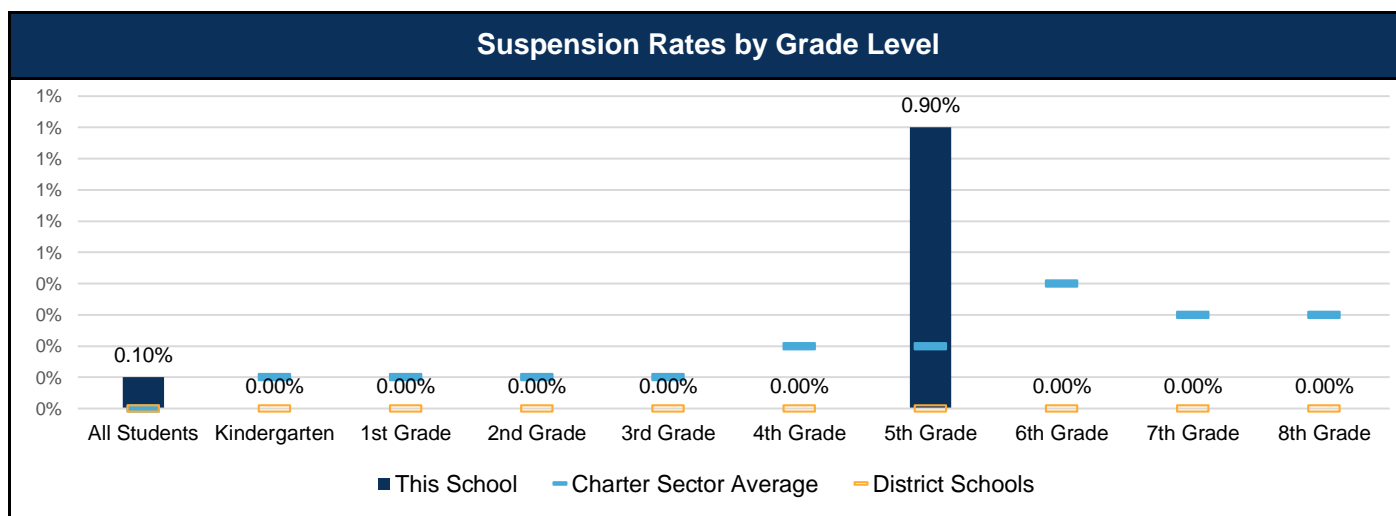
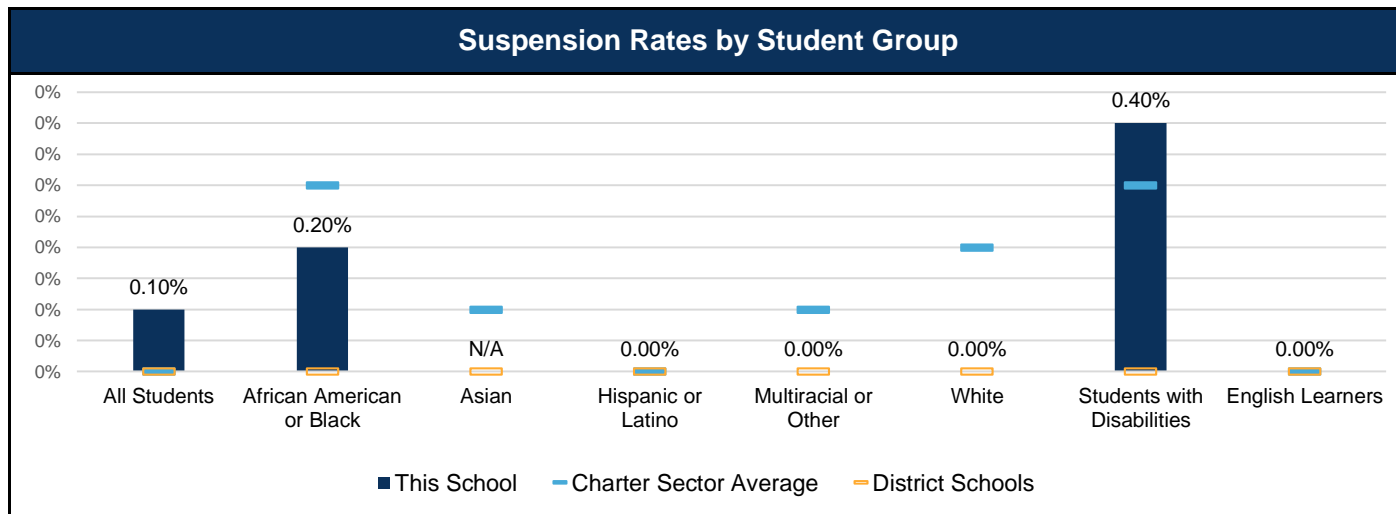
CHRONIC ABSENTEEISM

Chronic Absenteeism rates reflect the percentage of students that were not present for 10% or more school days. This is equivalent to missing at least one day of school every two weeks in a 180-day school year.



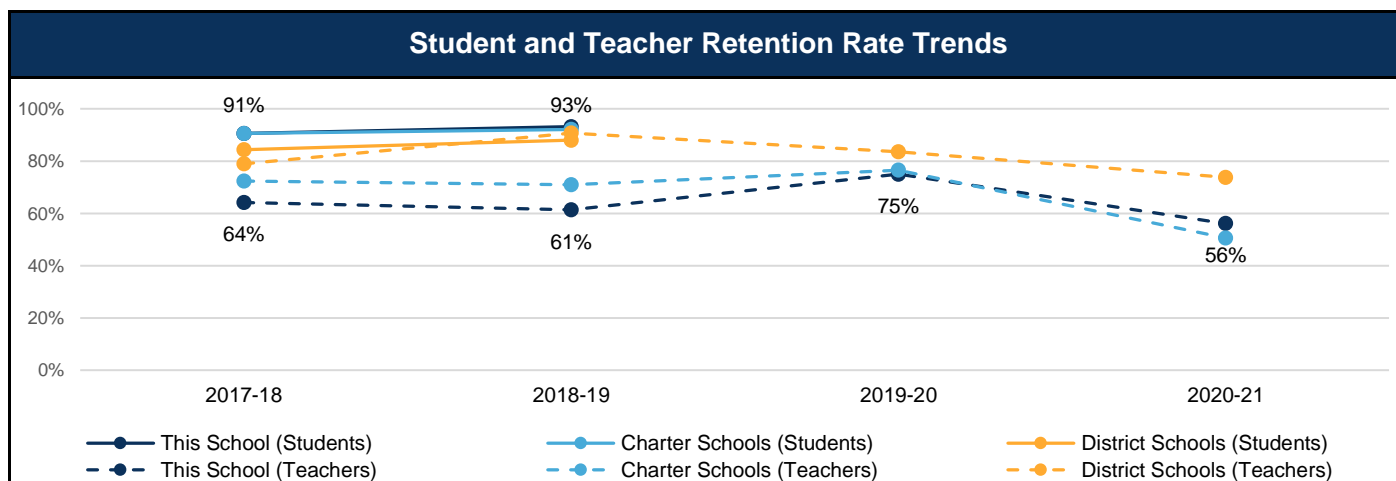
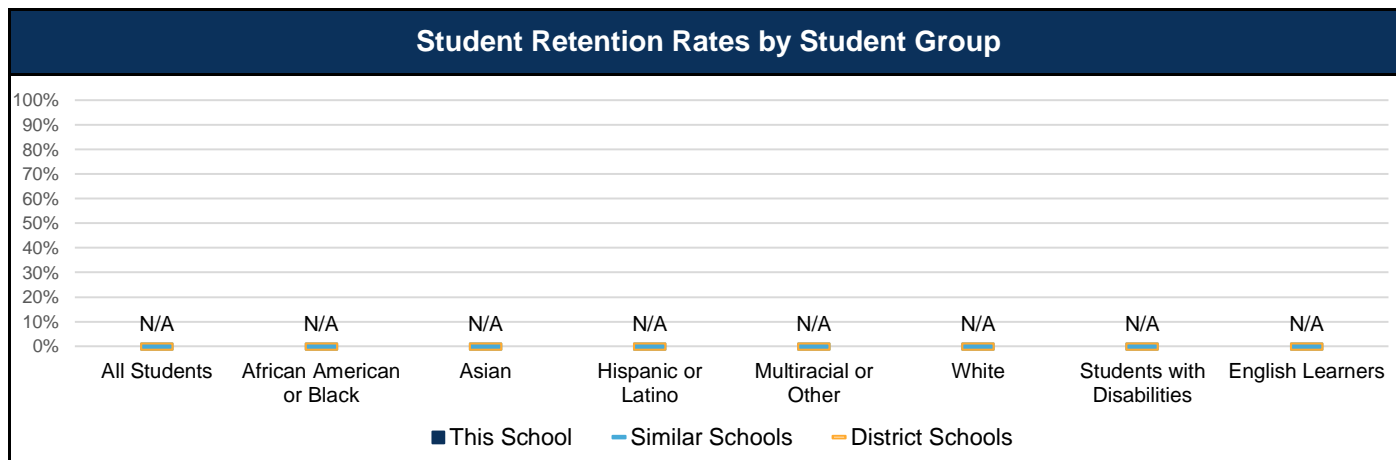
SUSPENSION RATES

Student suspension rates reflect the percentage of the charter school's students that received at least one out-of-school suspension.



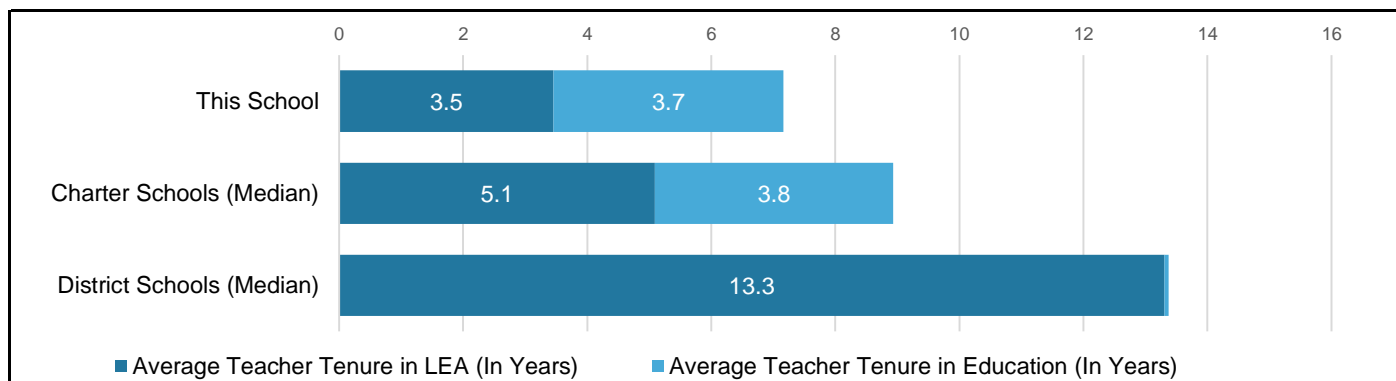
RETENTION

Student retention rates reflect the percentage of students who were enrolled in the charter school at the beginning of the school year and remained enrolled through the beginning of the following school year. Similarly, teacher retention rates reflect the percentage of teachers who were employed by the charter school at the beginning of the school year and remained employed through the beginning of the following year.



TEACHER TENURE

The graph below reflects Pennsylvania Department of Education data about the average number of years teachers have worked at the LEA (charter school or school district) and as educators at any school.



Metric Information

Authorized Enrollment - The maximum number of students a school is allowed to enroll per their charter agreement.

Average Days Cash on Hand - The number of days a school could operate without receiving additional money, calculated as total unrestricted cash divided by the average daily operating expense adjusted to remove non-cash expenses such as depreciation and bad debt.

Chronic Absenteeism - The percentage of students attending fewer than 90% of school days. Student absences are provided to the CSO by each charter school via the annual data packet. Students' days enrolled are obtained through enrollment records that charter schools input to the District's student information system.

Current Ratio - The ratio of short-term assets to short-term liabilities, which measures if a school has enough resources to pay its debt and obligations over the next year.

Debt Ratio - The percentage of a school's total assets that are owed to other individuals or businesses, calculated as total liabilities divided by total assets.

Debt Service Coverage Ratio - Whether a school can meet its debt obligations in the coming year, calculated as net income divided by annual principal, interest, and lease payments.

District Schools Rate - Rate calculated based on all students in District Schools enrolled in the same grades as those served by the Charter School.

First Fall College Matriculation Rate - The percentage of students matriculating into post-secondary institutions in the first fall following high school graduation. Matriculation data is provided by the National Student Clearinghouse.

Graduation Rate - The percentage of students in the 9th grade adjusted cohort that graduate within 4 years. All calculations are based on student records entered into the School District of Philadelphia's student information system by the Charter School.

Growth - The average growth index (AGI) for each student group, based on the PA Department of Education's Growth Measure.

Net Position - How much a school is worth as a percentage of its total annual revenue, calculated as net position divided by total revenue.

Non-Restricted Fund Balance - How much a school is worth as a percentage of its total annual revenue after removing certain items such as property, equipment, and long-term debt, calculated as total non-restricted fund balance divided by total revenue.

Proficiency Rate - The percentage of students scoring in the proficient or advanced categories of the PSSA/Keystone exam in math/Algebra I, ELA/Literature and science/Biology. PSSA results also include all PASA and PSSA-M results and are for all test takers by school year. Keystone proficiency rates are based on the banked 11th grade accountability method.

Regular Attendance - The percentage of students attending 95% or more instructional days. Student absences are provided to the CSO by each charter school via the annual data packet. Students' days enrolled are obtained through enrollment records that charter schools input to the District's student information system.

Retention Rate - The percentage of students attending the Charter School at the end of a school year that re-enroll in the fall (excluding students in terminal grades).

SAT/ACT College Ready Rate - The percentage of students scoring at or above the threshold for college-readiness, as determined by the ACT and the College Board.

Similar Schools Rate - Rate calculated based on all students in the school's Similar Schools Group enrolled in the same grades as those served by the charter school.

Suspension Rate - The percentage of students receiving one or more out-of-school suspensions.

Total Margin - The percentage of a school's total annual revenue not spent, calculated as change in net position divided by total revenue.

Action Items - Intermediate Unit - 1.

Title: Contract with n2y LLC for The Unique Learning System Digital Curriculum to Support Life Skills and Multiple Disabilities Support Programs (\$260,000)

Board of Education Meeting Date: 10/20/2022

Action under consideration

The Administration recommends that the Board of Education, acting in its capacity as Board of Directors of Philadelphia Intermediate Unit No. 26 (IU 26), authorize IU 26, through the Executive Director or his designee, to execute and perform contracts, subject to funding, as follows:

With: n2y LLC

Purpose: Unique Learning System (ULS), a digital curriculum, including assessments, aligned to the Common Core State Standards and the Pennsylvania Alternate Eligible Content Standards for students in Life Skills Support (LSS) and Multiple Disabilities Support (MDS) and associated professional development

Start Date: 10/28/2022

End Date: 10/27/2023

Compensation not to exceed: \$260,000

Location(s):

All schools with LSS and MDS programs

Renewal Options: Yes

Duration of each option period: 1 year

Number of options: 3

Maximum compensation authorized per option period: Each option at fixed amount of \$260,000.

Description: The Pennsylvania Department of Education (PDE), through the Bureau of Special Education (BSE), ensures compliance with the Individuals with Disabilities Education Act (IDEA) and Every Student Succeeds Act. These acts exist so that students with the most significant cognitive disabilities have access to grade-level curriculum, receive individualized standards-aligned grade-level instruction, and are included in state assessment and accountability systems. The purpose of this action item is to authorize a contract with n2y LLC for Unique Learning System (ULS). ULS provides a consistent and engaging digital learning environment designed specifically to help students with special learning needs access grade-level standards-aligned math, English language arts, science, and social studies instruction. The ULS digital curriculum, including assessments, is aligned to the Common Core State Standards and the Pennsylvania Alternate Eligible Content Standards for students in Life

Skills Support (LSS) and Multiple Disabilities Support (MDS) programs covering English Language Arts (ELA), math, science, social studies, and secondary transition.

During the school years 20-21 and 21-22, the Bureau of Special Education (BSE) purchased the ULS curriculum for every Intermediate Unit and school district in the Commonwealth of Pennsylvania. Resulting from the District's implementation of ULS, the following outcomes were observed:

- On average 70% of MDS and LSS teachers used the program with their students daily.
- On average 94% of the students who participated in ULS answered questions correctly when given an individualized assignment/task.
- Students most significantly delayed (Level 1) demonstrated an average score of 71% of questions answered correctly on end-of-unit assessments.
- Students were able to answer questions 17 times more correctly than incorrectly, suggesting retention of learned content and improved cognitive function.
- Students with regular participation in ULS who were assessed on the Pennsylvania Alternate Eligible Content Standards answered 94% of the questions correctly.

In addition to its positive impact on student learning, District educators appreciate the convenience of the cloud-based platform that includes helpful assessments, data tools, and evidence-based instructional support. As a result, students from PreK through transition have the advantage of consistent, high-quality instruction, a motivating interactive learning environment, engaging symbol support, and a path to independence. Though the Bureau of Special Education is no longer incurring the cost, the District seeks to continue implementing ULS, given its positive outcome data and popularity among LSS and MDS School District teachers. Included in the scope of work is the delivery of a digital curriculum that explicitly addresses secondary transition goals for high school students. Programming for secondary transition significantly increases students' possibility of passing a standards-based competency assessment. Moreover, this contract aligns District practices with PDE and BSE academic expectations for students with significant cognitive disabilities.

The success of the contractors' services will be evaluated by student progress in reaching IEP goals, student growth on the Pennsylvania Alternate System of Assessment (PASA), and progress as measured by the digital curriculum's built-in assessments. ULS aligns with the Goals and Guardrails that exist to ensure the academic success and postsecondary readiness of every student in every school.

Office Originating Request: Academic Support

ATTACHMENTS:

Description

Type