



## **THE SCHOOL DISTRICT OF PHILADELPHIA**

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### **BOARD OF EDUCATION**

### **PUBLIC MEETING**

### **AGENDA**

**NOVEMBER 17, 2022**

**Call to Order - Joyce S. Wilkerson, President**

**Roll Call - Lynn Rauch, Esq., General Counsel**

**Approval of Minutes - October 20, 2022**

### **Committee Reports**

**Superintendent Remarks - Dr. Tony B. Watlington, Superintendent**

- Board of Education - Other  
Superintendent Presentation

### **Presentations**

- Charter School Office Presentation - Peng Chao, Chief of Charter Schools  
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

### **Goals and Guardrails**

- Guardrail 1 - Progress Monitoring Report  
Board of Education - Other

### **Action Item**

1. Acceptance of Grant from Pennsylvania Commission on Crime and Delinquency – School Mental Health & Safety and Security Grant  
Operations - School Safety - Grants/Donations
2. Approval of Personnel Hires (Updated 11.9.22)

Talent - Other

3. Approval of Personnel Terminations (Updated 11.17.22)  
Talent - Other
4. Administration's Recommendation for Termination of Professional Employees  
- WITHDRAWN BY STAFF 11.9.22  
Talent - Other
5. Approval of Retirements and Resignations (11.17.2022)  
Talent - Other
6. Amendment of Contract with Various Vendors - ERP Implementation  
(\$6,800,000)  
Finance - Amended Contracts
7. Contract with SHI International Corp for Enterprise Network Firewall  
Equipment and Services (\$1,800,000)  
Information Technology - Contracts
8. Ratification of Contracts with Carrier Rental Systems and Herc Rentals Inc.  
for Temporary HVAC Equipment Rentals (\$900,000)  
Operations - Facilities - Other
9. Ratification of License Agreement with Today's Child Learning Centers  
Operations - Facilities - Other
10. Amendment of Contract with TE Construction Inc. for Schoolyard  
Improvements at Louis H. Farrell School- No Cost Time Extension  
Operations - Capital Programs - Other
11. Asbestos Disposal Services - \$75,000  
Operations - Facilities - Contracts
12. Change Orders at Various Locations (\$774,059)  
Operations - Capital Programs - Other
13. Contracts with Various Vendors for New Furniture and Equipment at Mayfair  
School - (\$301,000)  
Operations - Capital Programs - Capital Awards
14. Ratification Amendment of Contract with Johnson Controls Inc for Energy  
Savings Upgrades (GESA 1.2) at Laura H. Carnell Elementary School - No  
Cost Time Extension  
Operations - Capital Programs - Other
15. Stormwater Management Incentives Program (SMIP) Grant Acceptance and  
Subgrant Agreement for W.D. Kelley School  
Operations - Capital Programs - Other
16. Contract with Temple University Lewis Katz School of Medicine  
Student Support Services - Contracts
17. Approval of Application to the Pennsylvania Department of Education -  
Emergency Instructional Time  
Academic Support - Other

18. Contract with Shine Early Learning, Inc. (\$50,000)  
Academic Support - Contracts
19. Contract with Children's Literacy Initiative - Early Literacy Supports - Learning Network 11 (\$84,000)  
Schools - Contracts
20. Contract with Partners in School Innovation - Professional Development (\$370,000)  
Schools - Contracts
21. Contract with Philadelphia Academy of School Leaders - Neubauer Fellowship (\$261,000)  
Schools - Contracts
22. Contract with Teach Plus, Inc. - Professional Development - LN 11 (\$90,000)  
Schools - Contracts
23. Alliance For Progress Charter School – Application for Charter Renewal - Added 11.14.2022 (Updated 11.22.2022)  
Board of Education - Other
24. Freire Charter School – Application for Charter Renewal - Added 11.14.2022 (Updated 11.22.2022)  
Board of Education - Other

## **Adjourn**

Email: [schoolboard@philasd.org](mailto:schoolboard@philasd.org)

Twitter: @PHLSchoolboard | Facebook: @PHLSchoolboard

**Superintendent Remarks - Dr. Tony B. Watlington, Superintendent - •**

**Title: Superintendent Presentation**

**Board of Education Meeting Date:** 11/17/2022

**Office Originating Request:** Board of Education

**ATTACHMENTS:**

Description

Superintendent Remarks - Presentation

Type

Supporting Document



# Superintendent's Opening Remarks

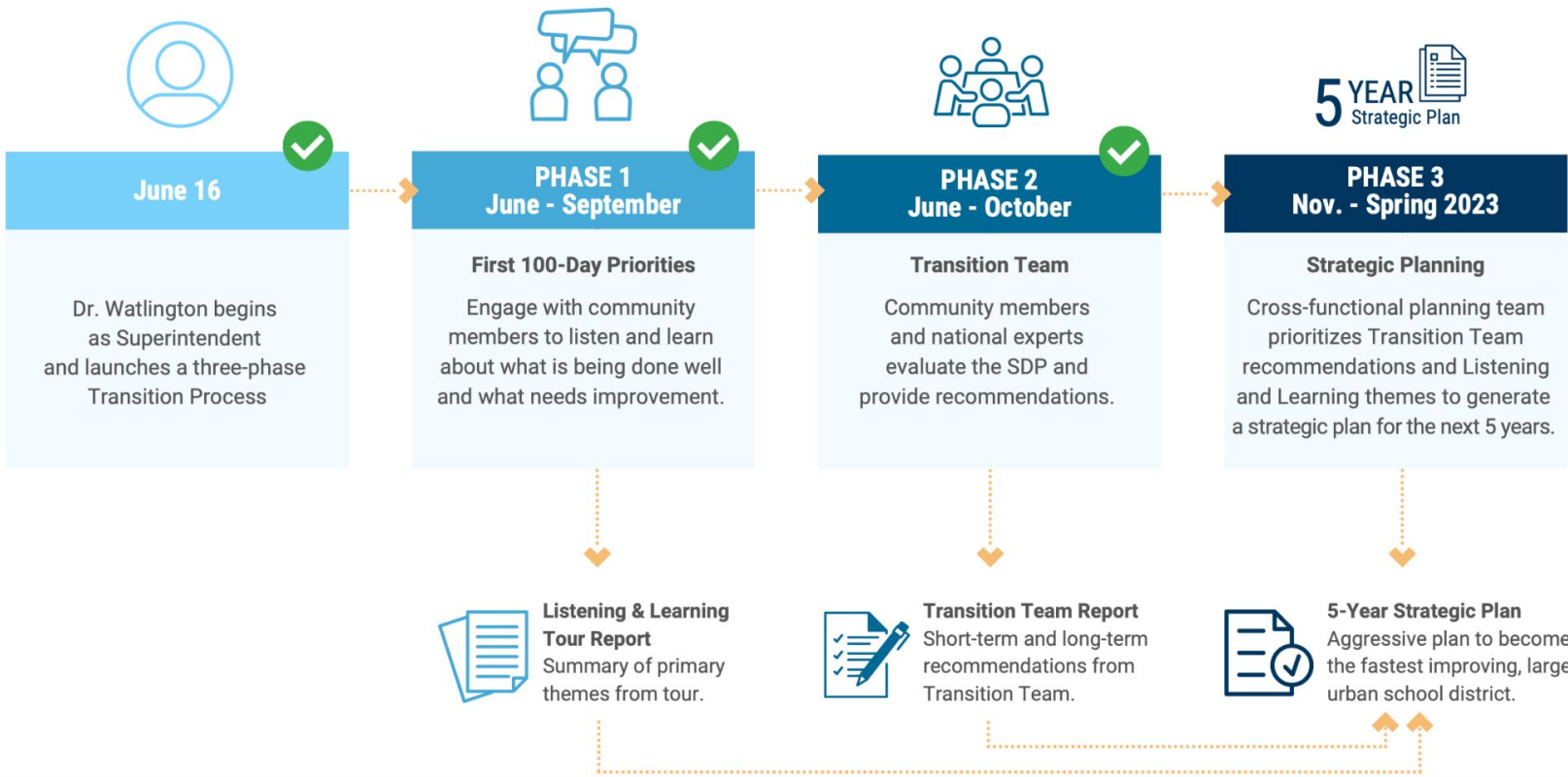
November 17, 2022



# Transition Process Update



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



# Stages of the Strategic Planning Process





# A Note about the Facilities Planning Process



## **Presentations - •**

**Title: Charter School Office Presentation - Peng Chao, Chief of Charter Schools**

**Board of Education Meeting Date:** 11/17/2022

**Office Originating Request:** Board of Education

### **ATTACHMENTS:**

Description

CSO Final Presentation

Type

Supporting Document



# Charter Schools Office

Board of Education Action Meeting

November 17, 2022





# Agenda

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- **Action Items**
- **New Charter Applications**
- **2022-23 Renewal Cohort**

# November 17 Renewal Action Items

1. Five-year Renewal with Conditions - Alliance For Progress Charter School
2. Five-year Renewal with Conditions - Freire Charter School **(2017-18 cohort)**

School	Academic Success	Organizational Compliance	Financial Health	Recommendation
Alliance For Progress Charter School	Approaches (54%)	Approaches (50%)	Meets	Five-Year Renewal with Conditions
Freire Charter School	MS: Approaches (70%)	Meets (90%)	Approaches	Five-Year Renewal with Conditions
	HS: Meets (89%)			



# New Charter Applications

## Timeline and Process



### **The timeline is largely dictated by the Charter School Law:**

\* An application to establish a charter school shall be submitted to the local board of school directors of the district where the charter school will be located by November 15 of the school year preceding the school year in which the charter school will be established.

\*\* Within forty-five (45) days of receipt of an application, the local board of school directors in which the proposed charter school is to be located shall hold at least one public hearing.

\*\*\* Not later than seventy-five (75) days after the first public hearing on the application, the local board of school directors shall grant or deny the application.

# New Charter Applications

## Application Submissions

Proposed Charter School	Proposed Location	Proposed Year 1	Year 1 Grades/Enrollment	At-Scale Grades/Enrollment
ASPIRA Bilingual College and Career Preparatory Academy	6301 N. 2nd St, 19126 (ASPIRA Education Campus, De Hostos CS)	2023-24	9-10 / 600	9-12 / 1,200
ASPIRA Dr. Ricardo E. Alegria Preparatory Charter School	4322 N. 5th St, 19140 (ASPIRA, Inc. of PA)	2023-24	K-5 / 690	K-8 / 1,035
Global Leadership Academy International Charter High School	5210-18 N. Broad St, 19141 (Formerly Cristo Rey HS)	2023-24	9 / 150	9-12 / 600
Perseverance Leadership Academy Charter School	5720 Media St, 19131 (Bluford Building) 5630 Vine St, 19139 (Daroff Building)	2023-24	K-8 / 1,296	K-8 / 1,296

Learn more at <https://philasd.org/charterschools/newcharter>

# 2022-23 Renewal Cohort

**19 total schools. 3 schools in renewal for the first time.**

Antonia Pantoja Charter School	Mastery Prep Elementary Charter School*
Christopher Columbus Charter School	Mathematics, Civics, and Sciences Charter School
Deep Roots Charter School*	Mathematics, Science, and Technology Community Charter School (MaST I)
Eugenio Maria De Hostos Charter School	Pan American Academy Charter School
Freire Charter School	Philadelphia Academy Charter School
Hardy Williams Academy Charter School	The Jacquelyn Y. Kelley Discovery Charter School
KIPP DuBois Charter School	Universal Alcorn Charter School <sup>Ren</sup>
KIPP North Philadelphia Charter School*	Universal Institute Charter School
Maritime Academy Charter School	Young Scholars Charter School
Mastery Charter School Pastorius-Richardson Elementary <sup>Ren</sup>	

# Renewal Process

## Timeline Overview





THE SCHOOL DISTRICT OF  
PHILADELPHIA



## **Written Testimony - •**

**Title: Written Testimony**

**Board of Education Meeting Date:** 11/17/2022

**Office Originating Request:** Board of Education

### **ATTACHMENTS:**

Description

11\_17\_2022 Written Testimony

Type

Supporting Document

# Equity and English Learners

Dr. Cheri Micheau, Community Member and EL Advocate

11/17/22

I have spoken or written many times recently on the need for stakeholders to hear— at Action Meetings— from the various offices at 440. Each office has a responsibility to report out on their ongoing work, goals, and progress, so that they are held accountable by the SDP and by taxpayers. This week my focus is on the Office of Diversity, Equity, and Inclusion (ODEI) and their work in addressing the equity needs of English Learners and their immigrant families.

Part of any English Learner advocate's work is ensuring that ELs are treated **equitably**—in every sense of the word— throughout the SDP. English Learners, and many other Philadelphia students, are impacted by such **inequitable** conditions as unfair high school admissions policies, lack of access to AP courses, uneven quality of various neighborhood schools, low graduation and high drop-out rates, inadequacy of family outreach, and lack of access to high-quality instruction, including legally-mandated ESOL instruction for ELs, and many more.

I often wonder whether “**equity**” is far too narrowly defined by the SDP and by its Office of Diversity, Equity, and Inclusion to meet many students' needs, and in particular, the needs of English Learners and their families.

**Equity** includes not only the very important fight for **racial equity**. We know that the population of ELs in the SDP is racially diverse, with Hispanic and Asian students predominating in number, but with students from a number of African, Caribbean, Eastern European, and Middle Eastern countries adding to the racial richness of Philadelphia's student population. These racial groups need advocates in ODEI to ensure that they are represented in all discussions.

The concept of equity also involves **cultural equity**. This requires, for example, equitable treatment of and accommodations for students and families from diverse cultural backgrounds. It is important to emphasize, however, that the concept goes far beyond “International Friday” celebrations to encompass meaningful, deep and ongoing integration of multiple cultural perspectives in daily interactions in each classroom and in each school, and in administrative offices making decisions on curriculum and programs. It involves sincere efforts at helping all students and staff understand and appreciate how cultural perspectives impact our daily interpersonal encounters, goal setting, and attitudes toward challenges and opportunities.

Complementing the struggle for **racial and cultural equity** must be **linguistic equity**: In a linguistically **equitable** school district we would celebrate our students' and students' families' multilingualism as an amazing resource and would make every effort to welcome multilingual family and community members into schools to share those resources. We would encourage students to use their strong first-language knowledge to enhance their English learning; classroom teachers would not ban the use of the first language, where it could enrich content learning. We would fully fund and deploy bilingual counseling assistants to assist linguistically diverse students and to serve as liaisons between schools and families. We would make sure that families' languages are considered when planning school meetings and school-family communication. We would design and implement bilingual programs, where the numbers in individual schools are sufficient to support such programs, and we would design and implement effective world language programs for English-speaking students to expand their own linguistic resources.

In addition, in the name of **linguistic equity** we would critically evaluate and question any attempt—disguised as “**equity**”—to “include” (or, better, submerge) newcomer English Learners with no appropriate accommodations in a “regular” classroom and to deprive them of their legal right to specific ESOL services and to truly comprehensible content instruction. “Equality” might dictate that all students be included in regular classrooms and be exposed to grade-level content, from their first day in the country. We know that “**equity**” dictates that we consider the diverse needs of various learners and provide the most effective options.

Not to be forgotten in this **equity** discussion are students with diverse learning needs, students with diverse gender identities, students with a variety of family and housing situations, and many more. All of these groups also contain English Learners and their families.

I am always disappointed, in reading about various new SDP policies and initiatives, that English Learners are either totally absent or a superficial afterthought, rather than an integral part of the SDP's thinking. I would appreciate hearing from the Office of Diversity, **Equity** and Inclusion about the issue of **equity**—in all its forms—as it touches English Learners and their families. What is their vision for advocating for these learners? Does that Office employ one or more staff members from immigrant groups represented in the SDP, so that these diverse types of equity are considered? Having perused the website of this office, it appears that there is a strong emphasis on absolutely essential racial equity goals, but very little attention to these other needs.

From: Diane Payne [REDACTED]  
Date: Wed, Nov 16, 2022 at 11:33 AM  
Subject: [EXTERNAL SENDER] Written Testimony for November 17, 2022  
To: [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

Dear Board of Education,

This is my written testimony for the November 17, 2022 Board Meeting.

APPS recently brought to your attention a problem with the Board not receiving written testimony from myself and one other APPS member. Three times from September to October, APPS members had written testimony that was not received. Your answer to the letter APPS sent failed to acknowledge the problem we experienced nor did it entertain a possible solution.

Once testimony is sent through the Board's website, the sender receives nothing **in their email** to confirm Board receipt and to maintain verification of the sent document. After pushing "send", an automatic message appears saying it was received. But the actual document is gone with no way for the sender to verify what they sent.

It cannot really be considered Community Engagement to send a reply to APPS about this problem which fails to acknowledge what APPS' members actually experienced. If this has happened three times to us how many times has it happened to others? I am asking that you explore what happened in these three instances. I am also asking that the Board include an email confirmation for each written testimony so the sender has verification.

Update: As I go to the Board's page for meeting information, I do not see ANY link to send in written testimony. It is now disappeared entirely as of 11:28 a.m. today. <https://www.philasd.org/schoolboard/meetings/#1658338326692-0379b639-ec18> I am forwarding my testimony via Board members' emails but WHY is this so confusing and disengaging? (Since I am taking the initiative to send through email, I *will* have verification of when and what I sent.)

Diane Payne  
[REDACTED] [REDACTED]

**From:** Horace Clouden

Tuesday, December 15, 2022

**Subject:** Action Item – 11 to request the Board have the District create **a list** of schools that are in need of asbestos removal. Stop using the location of: **All Schools (the District has new schools and additions in that statement)**

**To:** Board of Education

This has been going on for at least 20 years (**with historical disposal cost data**). Where is the **accountability**, what schools have been completed? Have the District present a completed list of schools, **now**, to have a **starting point**. Would this Action Item take schools off that list if there was one? What is the total dollar amount that has been **donated** for **asbestos related issues**? So monies will not be **taken from the children. What happen to the millions of dollars donated?** Has it been **received**? How much of it has been **spent and for what**? This should be the first source of funding. Is it fair for donated dollars be used on a capital project? Was there a lesson learned with SLA/Ben Franklin? **Stop these types of Action Items which does not explain in detail who is responsible for what.**

**Action Item - 11.**

**Title: Asbestos Disposal Services - \$75,000**

**Board of Education Meeting Date:** 11/17/2022

**Action under consideration**

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

**With:**

David Geppert Recycling, Inc.

**Purpose:**

Funding for a licensed asbestos waste hauler to transport and dispose of asbestos waste according to federal, state regulations



**Start date:** 12/31/2022

**End date:** 12/31/2024

**Compensation not to exceed:** \$75,000

**Location:**  
All Schools

**Renewal Options:** Yes

**Number of Options:** 2

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

**Maximum compensation authorized per option period:** \$37,500

**Description:**

Authorization is sought for this contract to establish a source for asbestos disposal services, which are needed in connection with the District's compliance with federal, state, and local health and environmental regulations and standards relating to the removal and remediation of asbestos. This action item enables the School District to continue to remove and legally dispose of asbestos containing materials in compliance with regulatory agency standards. [The selected contractor currently holds this contract and has been an effective partner with a proven record of removing, transporting, and disposal of asbestos waste that is generated by our District abatement team. This contractor also provides demolition services during capital construction projects and has had a proven track record providing these additional services to the District.](#) This work supports Guardrail 1 - To provide safe, healthy, and welcoming learning environments for all students.

**Funding Source(s):**

Capital Budget FY 23 (12/31/2022 - 06/30/2023)

Capital Budget FY 24 (07/01/2023 - 06/30/2024)

Capital Budget FY 25 (07/01/2024 - 12/31/2024)

**Office Originating Request:** Operations – Facilities

Respectfully,

Horace Clouden

West Philadelphia Parent and Community Advisory Council Representative

From: Horace Clouden

Tuesday, November 15, 2022

Subject: Action Item – 17 To the Board of Education to have the language in the Purpose to read the same as the first time it was requested to use Emergency Instruction Time back on 9/23/2021. (Action item 18)

The Purpose was written as follows:

**Purpose:** To employ temporary provisions **in response to COVID-19** to meet the minimum 180 days of instruction and 900 hours of instruction at the elementary level and 900 hours of instruction 900 hours of instruction at the secondary level through a combination of face-to-face and remote instructions.

To the Board: this is very importance because the District on various time used this time for events other than Covid related I.E. Inclement weather and emergencies with school facility. In the body of Section 520.1 Template -2022-2023 School Year I did not see where this is a revised section therefore under #2 can the District explain:

- 1 what gives the District the right to invade the privacy of the homes and with what form of release?
- 2 Is it legal to have remote learning in the home?
- 3 Define remote learning in reference to Section 520.1 and with COVID protocols why can't it be provided in the school setting?

In the body of Section 520.1 Template -2022-2023 School Year I did not see where this is a revised section therefore under #3 can the District explain:

1 After reviewing the check boxes, how can the District report on its 2020-2021 SPREE report read, Data Not Available Due to COVID-19 for SY2020-2021 all Schools?

Here is a copy of my previous testimony from 9/21/2021:

To the Board vote no. The technology should be in use while in school to better the user. In the event of a second wave of the pandemic resulting in a total shut down, then and only then should digital learning be applied for the entire School District.

1. The District is asking to continue learning once a child/student is sent home to quarantine. What about the safety, health and mental status of the home?

2. How can one concentrate on learning while waiting to see what their own outcome maybe?

3. How can the environment be conducive to learning?

4. How can one while being isolated focus and be put through a whole day of learning?

5. How does the family work around possible infections?

6. What would be the number of children that this would apply? 1 to 30 students? 1 to just the number of direct contact at the time of detection etc.?

Days missed because of quarantine should be made up like snow days for inclement weather. What are the actual time lines? Would it be one to three days, one to five days or one to seven days? Where is the School Progress Report data from the pandemic year (2019-2020 and 2020-2021)? Does the Board know how successful that year was? If the Board has to wait for the data they should not vote on it until then. Stop passing things if you do not get the answers to your questions at the time of the vote. Remember a quality education not a swift one.

I like to bring to your attention to the “why” or “the” how the District was allowed to use inclement weather as a reason to force a digital learning day on the students after a possible tornado and mass flooding in and around the city. The date in question was September 3, 2021. Do you, the Board, know how this event affected every household of 120,000 students? If the District professes to care about the safety, health and mental status of the child, then they, should just have close the schools for in-person learning and digital learning. This would have allowed the families and the city to stabilize themselves. Remember your Goals and Guardrails did not show the School District in a favorable light. We were just four days into the New Year. The systems that you voted on previously, needs to be tested and we need to know the results before creating new protocols. What is more important Emergency Instruction time or Recovery time? Just think back to when you were sick for anything.

Enclosing there is still no data to prove this is effective. The District has failed to supply the data. Have the District conduct face to face and remote learning in the same space. Don't repeat the hardships that it cause the families and police the District to use it solely for COVID-19 .

**Action Item - 17.**

**Title: Approval of Application to the Pennsylvania Department of Education - Emergency Instructional Time**

**Board of Education Meeting Date:** 11/17/2022

**Action under consideration**

The Board of Education hereby approves the Emergency Instructional Time Application that has been prepared and is recommended by The School District of Philadelphia, through the Superintendent or his designee, as attached and as follows:

**To:** The Pennsylvania Department of Education

**Purpose:** To employ temporary provisions in the event of an emergency to meet the minimum 180 days of instruction and 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level through a combination of face-to-face and remote instruction

**Start Date:** 11/18/2022

**End Date:** 6/30/2023

**Locations:**  
All Schools

**Description:**  
Section 520.1 of the School Code provides flexibility to meet minimum instructional time requirements in the event of an



emergency that prevents a school entity from providing for the attendance of all pupils or usual hours of classes at the school entity.

To provide predictability for planning purposes, flexibility for schools mitigating the spread of COVID-19, and for students recommended for remote instruction as a result of the pandemic, the District has elected to apply for approval to implement temporary provisions. These provisions will allow the District to meet the minimum 180 days of instruction and 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level through a combination of face-to-face and remote instruction, consistent with the requirements outlined in the Pennsylvania Department of Education's May 23, 2022, guidance.

The Emergency Instructional Time application must be approved by the Board of Education prior to acceptance by the Pennsylvania Department of Education.

**Office Originating Request:** Academic Support

Respectfully,

Horace Clouden

West Philadelphia Parent and Community Advisory Council Representative

To Whom It May Concern:

I would like to share talking points for the public school board hearing to include:

Thank you for allowing my reflections from the experience of practice and knowledge of theory as it relates to the state of schools in the City Of Philadelphia.

Please find brief headings for suggestions and recommendations to consider as we collectively prepare our youth for the changing world order and the families that will inherit the outcomes of our decisions today.

As a former Charter School leader, Mayoral Cabinet member, University of Penn Educational Equity Advocate, and Evaluator of City of Philadelphia after-schools OST enrichments, I ask for your consideration of the following suggestions relative to the new report recommendations presented by the Administration. 4min remarks.

1. 5M Allocation for Yonder Bags-My School's Experience-Pilot
2. Career Pathways-Post Covid: Alternative Options for Graduates-CC
3. Math & Numeracy-The New World Order
4. After-School-Local Sports Partnerships
5. AA History Partnership-University Partner
6. Truancy- An Indicator in the Community/Courts
7. Special Education-An Acute Need
8. 1st Period Key-Sports
9. Finance and Solution-Focused Relationship Communication Skills
10. Appropriate Uniforms-The Hoodie Matter
11. CC-Charter-Safety Concerns in Philadelphia

Thank you for the opportunity to share thoughts and solutions for your consideration.

Respectfully,

Jacqueline J. Barnett

**Registered Student Speakers - •**

**Title: Student Speakers List**

**Board of Education Meeting Date:** 11/17/2022

**Office Originating Request:** Board of Education

**ATTACHMENTS:**

Description

Student Speakers List

Type

Supporting Document



**Registered Student Speakers**

1. Clara Hensley, Student - Science  
Leadership Academy  
Topic: Free Public Transit for All  
Students
2. Ruby Kirk, Student - Science  
Leadership Academy  
Topic: Public Transportation for  
Students
3. Risa Garg, Student - Central High  
School/UrbEd, Inc.  
Topic: Empowering Student  
Representatives
4. Erin Gill-Wilson, Student - UrbEd,  
Inc.  
Topic: Empowering Student  
Representatives

## **Registered Speakers on General Topics - •**

**Title: General Speakers List**

**Board of Education Meeting Date:** 11/17/2022

**Office Originating Request:** Board of Education

### **ATTACHMENTS:**

Description

General Speakers List

Type

Supporting Document

**Registered Speakers**

1. Lisa Haver, APPS  
Topic: Action Item 23, Alliance For Progress Charter School  
Renewal/Action Item 24, Freire Charter School Renewal
2. Lynda Rubin, APPS  
Topic: Action Item 22,  
Contract with Teach Plus, Inc.
3. Antione Little, Parent/Guardian  
Topic: School Safety
4. Amanda Diesel, Parent/Guardian  
Topic: Henry C. Lea Bathrooms
5. Barbara Dowdall, APPS  
Topic: Rightsizing
6. Horace Clouden, PCAC  
Topic: Action Item 17,  
Approval of Application to the Pennsylvania Department of Education - Emergency Instructional Time
7. Leah Clouden, Community Member  
Topic: State of Education and Virtual Learning
8. Mama Gail Clouden, Community Member  
Topic: Family Engagement
9. Leah Wood, District Staff Member  
Topic: SPED Assistant Wages
10. Ilene Poses, APPS  
Topic: Action Item 20, Contract with Partners in School Innovation
11. Constance Jones, Parent/Guardian  
Topic: Autism, Epilepsy Awareness
12. Franchesca Capellan,  
Parent/Guardian  
Topic: Safety and Wellbeing of Special Needs Children

## **Action Item Questions and Answers - •**

**Title: Action Item Questions and Answers**

**Board of Education Meeting Date:** 11/17/2022

**Office Originating Request:** Board of Education

### **ATTACHMENTS:**

Description

Action Item Questions and Answers

Type

Supporting Document



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Action Item Questions

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Action Item Questions	Submitted by:	Response
<p>1). <a href="#">Acceptance of Grant from Pennsylvania Commission on Crime and Delinquency – School Mental Health &amp; Safety and Security Grant</a></p> <p>1. Is this action item tied to a previous action item/spend? If not, should we anticipate action items in the future in the event that this item is approved?</p>	Board Member Lam	<p>1. This grant is not tied to a previous action item or previous spending. The Office of Grants Development informed our team that the Board of Education had authorized offices to accept certain governmental grants without a separate action item for each grant acceptance this year. This specific action item is coming to the Board even though it is a governmental grant because the funder has requested that school boards across the state receiving this mental health and safety funding formally accept the award.</p> <p>The Board should expect further action items to come under the funding that this grant will provide. The procurement of services and equipment will follow standard SDP Procurement policies and</p>





## The School District of Philadelphia

### Board of Education Action Item Questions and Responses November 17, 2022

		procedures, and once completed will come to the Board for approval.
<p>6). <a href="#">Amendment of Contract with Various Vendors - ERP Implementation (\$6,800,000)</a></p> <p>1. What elements of this would be considered unforeseen changes and what elements are things that the District is deciding upon?</p>	Board Member Salley	<p>1. It is not an issue of unforeseen changes but rather the complexities associated with the conversion from a system that is more than 20 years old to a cutting edge, cloud-based system. Some of the data conversion, of over twenty years' worth of personnel data, is taking longer than expected, and it is pushing back the timing for all of the testing that needs to occur to ensure that the system is accurate when it goes live.</p>
<p>11). <a href="#">Asbestos Disposal Services - \$75,000</a></p> <p>1. Is this action item indicative of an anticipated spend? Was asbestos removal included in the original plan? If so, was this included in the budget?</p> <p>2. If this action item was anticipated, how does the dollar amount compare</p>	<p>Board Member Andrews</p> <p>Vice President Egea-Hinton</p> <p>Board Member Salley</p> <p>President Wilkerson</p>	<p>1. This action item is indicative of an anticipated spend. The "not to exceed" amount for the disposal of removed asbestos is in line with historical disposal cost data.</p> <p>2. Disposal of asbestos is always anticipated; however, the amount of material that must be disposed of varies year to year, depending upon a variety of factors, including the amount and type of damaged materials identified during each inspection cycle like floor tiles or pipe insulation</p>



## The School District of Philadelphia

### Board of Education Action Item Questions and Responses November 17, 2022

to the amount requested in this action item?		that take up a different volume of space and weight.
<p>15). <a href="#">Stormwater Management Incentives Program (SMIP) Grant Acceptance and Subgrant Agreement for W.D. Kelley School</a></p> <p>1. Does the outdoor learning environment described in this Action Item include a playground?</p>	President Wilkerson	<p>1. A stormwater management system will be installed under the existing parking lot, and the area will be repaved across from the W.D. Kelley School. In addition, two separate rain garden areas will be installed in the schoolyard. No new playground is included in the project scope of work. However, the school does have an existing playground with play structures and a turf field.</p>
<p>16) <a href="#">Contract with Temple University Lewis Katz School of Medicine</a></p> <p>1. How do we ensure the services provided are culturally responsive to the needs of our students and school communities?</p> <p>2. Is the data regarding the outcomes available to view?</p>	<p>Board Member Andrews</p> <p>Vice President Egea-Hinton</p> <p>Board Member Lam</p>	<p>1. The school leader and representatives from Temple worked together to be certain the services offered are culturally responsive to the needs of the students and families at the school. Professional development given to staff is also designed to inform and promote cultural sensitivity.</p> <p>2. Yes. The information regarding the program outcomes is available <a href="#">HERE</a>.</p>



## The School District of Philadelphia

### Board of Education Action Item Questions and Responses November 17, 2022

<ul style="list-style-type: none"><li>3. How does the District identify schools for resources such as what's described in this action item?</li><li>4. How does the District ensure equity and access regarding this type of programming?</li><li>5. How is the District working to implement lessons learned from this type of professional development throughout the system?</li></ul>		<ul style="list-style-type: none"><li>3. Schools are identified for resources such as the service described in this action item in a variety of ways. Temple University is providing this service at other schools in their footprint including Kenderton and Bethune. Temple approached the school leader at WD Kelley who was familiar with the service and the successful outcomes because neighboring school colleagues conveyed the great benefits. The school leader very much wants this service at WD Kelley.</li><li>4. Equity considers that not all need the same to be successful; some need more and others need less. This service is offered/available to schools like WD Kelley that need more support to address school climate and safety challenges.</li><li>5. Temple's services are very unique and not easily replicated by the school district. It is for this reason we support the implementation of Temple's model in select schools that want the service and can benefit from the resource.</li></ul>
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## The School District of Philadelphia

### Board of Education Action Item Questions and Responses November 17, 2022

<p>19). <a href="#"><u>Contract with Children's Literacy Initiative - Early Literacy Supports - Learning Network 11 (\$84,000)</u></a></p> <ol style="list-style-type: none"> <li>1. Does the District intend to expand this programming system wide?</li> <li>2. What is the District looking to achieve with this type of professional development?</li> <li>3. What will we use as indicators that this professional development is impactful and effective?</li> <li>4. How many schools throughout the District have participated in CLI?</li> </ol>	<p>Vice President Egea-Hinton</p> <p>Board Member Salley</p>	<ol style="list-style-type: none"> <li>1. This program is meant to accelerate learning across these three schools and intentionally works to build the capacity of the participating teachers therefore in essence this program will expand across various networks of teachers as they share best practices in professional learning communities.</li> <li>2. We are seeking improved student outcomes through this type of professional development. In review of data from SY 21-22, schools that received support from CLI were able to double the percentage of K-3 students that scored in the highest tier on the STAR reading assessments compared to schools that did not receive CLI support.</li> <li>3. STAR Data will be used to monitor and measure progress of this partnership.</li> <li>4. Since the 2015-2016 school year, approximately 150 schools have participated.</li> </ol>
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## The School District of Philadelphia

### Board of Education Action Item Questions and Responses November 17, 2022

<p>20). <a href="#"><u>Contract with Partners in School Innovation - Professional Development (\$370,000)</u></a></p> <p>1. How does this item fit into the larger picture of professional development at all staffing levels?</p>	<p>Board Member Lam</p>	<p>1. Partners in School Innovation serves as an additional resource for the District to deploy, adding capacity in coaching and professional development. Through working with central office leadership, PSI is able to align their supports with existing District frameworks while working with school leaders to customize their approach in response to individual school needs.</p>
<p>21). <a href="#"><u>Contract with Philadelphia Academy of School Leaders - Neubauer Fellowship (\$261,000)</u></a></p> <p>1. Given that this will be the 7th cohort of this fellowship, what are the lessons learned and how is this impacting the system?</p>	<p>Board Member Lam</p>	<p>1. In the district-wide survey over the last four years, school leaders have reported a significant increase in the quality and impact of leader professional development (PD). Examples include: PD focused on real problems of practice (+38% from Spring 2019 to Spring 2022), PD received was aligned to district wide initiatives (+30% Spring 2019 to Spring 2022), PD provided opportunities to collaborate with colleagues (+22% Spring 2019 to Spring 2022). The fellowship has also demonstrated the importance of a cohort model for learning, which reflects how we now design equity-centered leadership learning. For the past three years, leaders have engaged in consistent, year-long cohorts to support deeper engagement in our equity-centered leadership competency.</p>



## The School District of Philadelphia

### Board of Education Action Item Questions and Responses November 17, 2022

		<p>The fellowship, in addition to other external learning opportunities for school leaders, has supported the belief that the “answers are in the room” and our school leaders need opportunities to share their learning with their colleagues. In the SY21-22, over 40 school leaders supported the design and facilitation of professional development for colleagues; to date for the SY22-23, 60 school leaders have already supported professional development. At least a fifth of these school leader facilitators have been or currently are in the Neubauer Fellowship.</p> <p>In addition, the fellowship’s focus on key leading indicators (teacher &amp; leader retention, student attendance, student perception of school climate and teaching, and teacher perception of school management and student learning) to support student achievement has supported both the leadership development and focused support for school leaders across our district.</p>
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## Goals and Guardrails - •

**Title: Guardrail 1 - Progress Monitoring Report**

**Board of Education Meeting Date:** 11/17/2022

**Office Originating Request:** Board of Education

### **ATTACHMENTS:**

Description

Guardrail 1 - Progress Monitoring Report

Type

Supporting Document

## Safe and Welcoming Schools - Guardrail 1:

Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. This means that our schools will be: 1) environmentally safe and clean; and 2) spaces with inclusive climates that provide students with access to robust social, emotional, and mental health supports.

### Guardrail Indicator 1.1:

The percentage of schools with both a high Overall District-Wide Survey Climate rating and a high Overall District-Wide Survey Instructional Environment rating will grow from 17.7% (38 schools) in August 2020 to 58.6% (126 schools) by August 2026.

### Guardrail Indicator 1.2.1:

The percentage of District Buildings that are Lead Safe Certified will grow from 33.5% in 2020 to 96.7% in 2025.

The percentage of District Buildings that are inspected will grow from 33.5% in 2020 to 132.6% in 2025.

### Guardrail Indicator 1.2.2:

The number of Hydration Stations installed will grow from 1,062 in 2020 to 2,097 by 2025.

### Guardrail Indicator 1.3:

The percentage of schools with at least two FTE (full-time equivalent) positions, per 500 students, to support student mental and behavioral needs will grow from 64.2% (138 schools) in August 2020 to 93.5% (201 schools) by August 2026.

Contents	Page 2	Guardrail 1.1 Performance: Overall
	Page 3	Guardrail 1.2.1 Performance: Overall
	Page 4	Guardrail 1.2.2 Performance: Overall
	Page 5	Guardrail 1.3 Performance: Overall
	Page 6	Endnotes

## Performance Color Legend

Lower Performance;  
Further Below Target

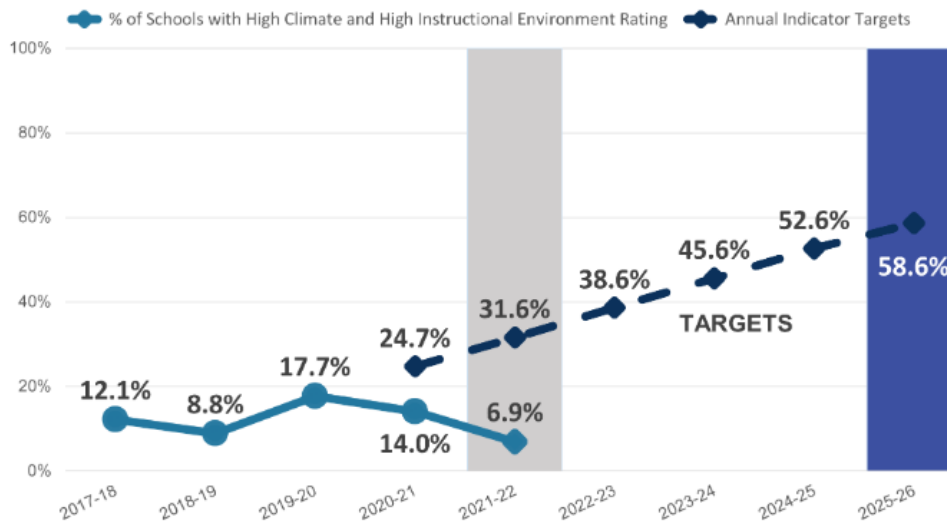
Higher Performance;  
Meeting the Target



**Guardrail 1.1: The percentage of schools with both a high Overall District-Wide Survey Climate rating (7.0) AND a high Instructional Environment rating (8.0) is below the target.**

**Guardrail Indicator:  
Overall Progress**

**Off Track**

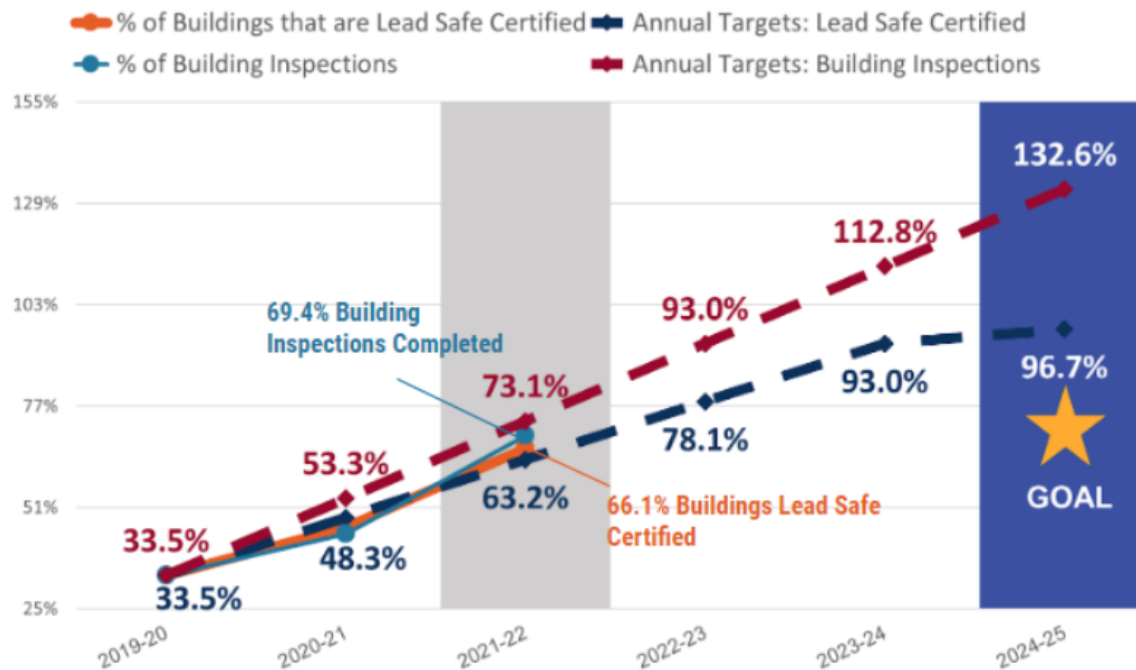


- Our 2021-22 target for Guardrail Indicator 1.1 was 31.6% of schools will have both a high Climate and Instructional Environment score. We are Off Track on this Indicator.
- Data represents the first year students were in schools for a full year since 2018-19.
- In addition to Covid-19 rolling closures and absences, schools faced many challenges to providing a safe and welcoming environment, including gun violence.

## Guardrail 1.2: The percentage of District buildings that are Lead Safe Certified exceeded the target for 2021-22, while the percentage of building inspections fell slightly below the target.

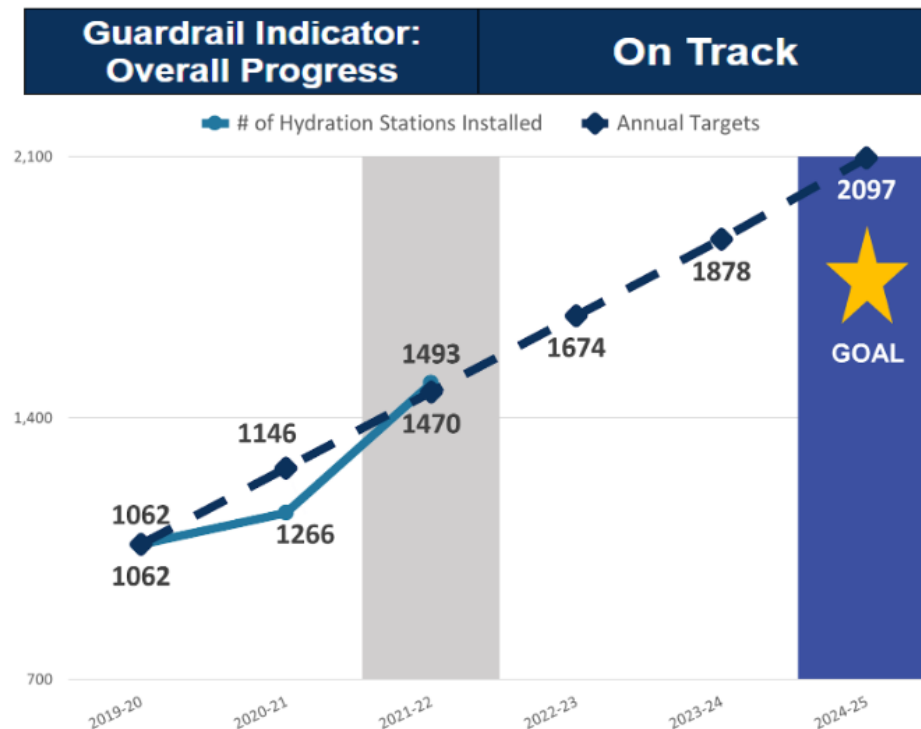
### Guardrail Indicator: Overall Progress

### On Track



- We are currently exceeding our 2021-22 target for Lead Safe Certified buildings, and slightly below the target for building inspections.
- 160 out of 242 school buildings (66.1%) were certified Lead Safe by June 2022.
- 168 out of 242 school buildings (69.4%) were inspected by June 2022.

## Guardrail 1.2: The number of hydration stations installed exceeded the target for 2021-22.

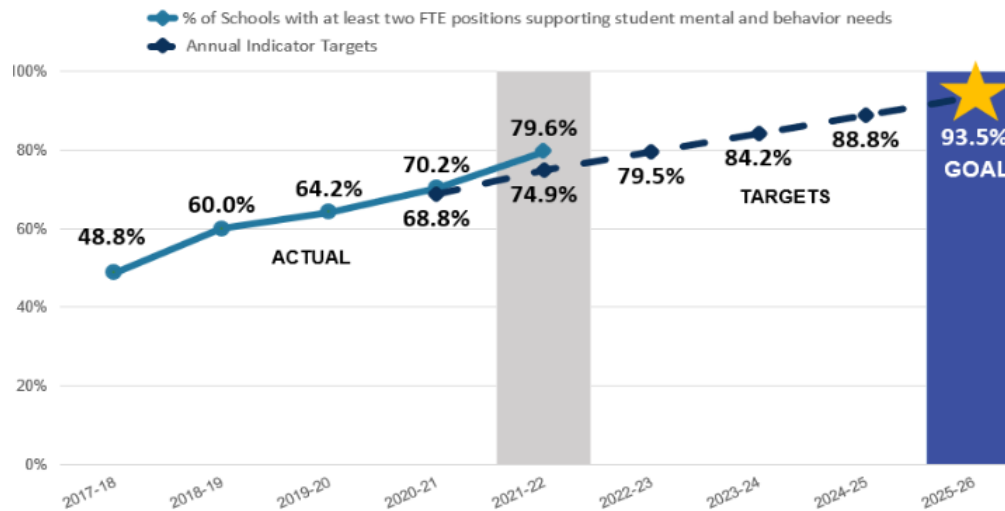


- We are currently exceeding our 2021-22 target.
- Every school has at least one hydration station on every occupied floor.
- Current target is to ensure each school has one hydration station for every 100 students per floor.
- 187 additional hydration stations were installed between July 2021 and June 2022.

## Guardrail 1.3: The percentage of schools with at least two full-time equivalent positions, per 500 students, to support student mental and behavioral needs is above the target.

### Guardrail Indicator: Overall Progress

On Track



- We are currently above our 2021-22 target.
- Full Time Equivalent (FTE) positions include counselors, climate staff, STEP team members, and psychologists.
- Schools are also supported by staff provided by external partners.
- 97% of schools off-track on all goals are meeting this indicator (up from 80% in 2019-20).

- **Instructional Environment Topic corresponds to the Instruction Topic on the District Wide Survey. A high Climate Topic score is considered a school-level Climate topic score of 7.0 or higher. A high Instructional Environment Topic Score is considered a school-level Instruction topic score of 8.0 or higher.**

- **In 2020-21, the suppression rules for respondent response rates were updated to protect respondent privacy and ensure accountability. This change resulted in more school-level Topic and Sub-Topic scores being suppressed due to low respondent response rates and classifies the schools as not meeting Guardrail Indicator 1.1. For more information on the design, administration, and scoring of the District Wide Survey, please visit: <https://philasd.org/dws>**

- **For the District Wide Survey, only students in grades 3-12 are surveyed. Parents/Guardians are counted by household, with one parent per household counted**

- **Schools without enough responses are designated as not meeting Guardrail Indicator 1.1. In 2021-22, 21 schools Off Track on all Eligible Leading Indicators, 10 schools Off Track on at least one Eligible Leading Indicator, and 2 schools On Track on all Eligible Leading Indicators had Climate and/or Instruction Topic Scores suppressed**

- **Full-time equivalent (FTE) positions refers to the equivalent hours worked by a single employee in a week. Schools that have a minimum of 1 FTE for every 250 students are categorized as meeting Guardrail Indicator 1.3. In 2021-22, Full-time equivalent (FTE) counts represent staffing levels at the end of May, 2022. In 2020-21 and earlier FTE counts represent staffing levels at the end of June of the respective year.**

- **Staff supporting student mental and behavioral needs includes the following positions, including contracted positions: Behavior analyst, Behavioral Health Counselor, Climate Support Specialist, School Climate Coordinator, School Climate Liaison, School Climate Manager, School Counselor, School Psychologist, Step Case Manager, Step Clinical Coordinator, Step Clinical Social Worker, and Step School Behavioral Consultant. Staff provided by External Providers, such as Intensive Behavioral Health Services (IBHS) staff, are not included.**

## **Action Item - 1.**

### **Title: Acceptance of Grant from Pennsylvania Commission on Crime and Delinquency – School Mental Health & Safety and Security Grant**

**Board of Education Meeting Date:** 11/17/2022

#### **Action under consideration**

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to accept a Grant as follows:

**From:**

Pennsylvania Commission on Crime and Delinquency (PCCD)

**Purpose:**

Support for school mental health, safety and security

**Grant Start Date:** 11/18/2022

**Grant End Date:** 7/31/2024

**Amount up to:** \$6,230,178

**Location:**

All schools

**Renewal Options:** No

**Description:**

The Office of School Safety and Office of Student Support Services, in a collaborative application, have received the Pennsylvania Commission on Crime and Delinquency (PCCD) School Mental Health & Safety and Security FY22-23 Grant. The grant will provide up to \$3,115,089 for school mental health supports, and up to \$3,115,089 for school safety and security supports, for a total allocation of up to \$6,230,178 in grant funding. The specific funded supports under the grant are:

School Mental Health: Staff to support and coordinate programs and initiatives in peer-mediation, suicide awareness and prevention, climate and culture, training and professional development for counselors, social workers and psychologists; contracted support for social-emotional learning and mental health integration, conflict resolution initiatives, and crisis intervention training; curricula in the areas of dating violence, restorative justice strategies, mental health early intervention, and suicide awareness and prevention; professional development and learning conferences for school mental health staff.

School Safety and Security: Contracted support for the development and implementation of District-wide active shooter response training and age-appropriate instructional materials; contracted support from the Philadelphia Police Department to provide added support as needed (particularly during arrival and dismissal periods); security technology (weapons detection equipment, CCTV security systems, drones); training for the School Safety Drone Program (safe corridors); staff to support coordination of security technology related work

and operations.

The investments and supports that will be made possible by this grant align with Guardrail 1 – welcoming, safe, and supportive schools for all students.

**Office Originating Request:** Operations - School Safety

**Action Item - 2.**

**Title: Approval of Personnel Hires (Updated 11.9.22)**

**Board of Education Meeting Date:** 11/17/2022

**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 October 31, 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

11\_17\_22 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 **October 31, 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

AGYEMANG, AUDREY AFRIYIE	TEACHER,SPEC EDUCATION	LAMBERTON,ROBERT E. ELEMENTARY	10/13/22	\$60,193.00 ANNUAL SALARY
AHERN, ERIC	TEACHER,FULL TIME	ELKIN, LEWIS SCHOOL	10/06/22	\$63,412.00 ANNUAL SALARY
ALEXANDER, ELTRA	SUPPORTIVE SERVICES ASST, 4 HR	CARNELL, LAURA H. SCHOOL	10/11/22	\$13,507.00 ANNUAL SALARY
ALEXANDER, SHIRLEY	SUPPORTIVE SERVICES ASST, 4 HR	CARNELL, LAURA H. SCHOOL	10/12/22	\$13,507.00 ANNUAL SALARY
ALGARIN, LYNNE TOYA	SUPPORTIVE SERVICES ASST, 4 HR	LINGELBACH, ANNA L. SCHOOL	10/11/22	\$13,507.00 ANNUAL SALARY
ALIDAT, WATSON	PROJECT ASSISTANT	ECYEH-EDUCATING HOMELESS KIDS	10/11/22	\$46,000.00 ANNUAL SALARY
AMMONS-MANLEY, MARCUS	SPECIAL EDUCATION ASSISTANT	CASSIDY,LEWIS C ACADEMICS PLUS	10/27/22	\$22,790.00 ANNUAL SALARY
ANDERSON, LEGLENCY TIMOTHY	TEACHER,FULL TIME	STEEL, EDWARD T. SCHOOL	10/11/22	\$50,065.00 ANNUAL SALARY
ATKINSON, LASHONDA	SPECIAL EDUCATION ASSISTANT	DEBURGOS, J. ELEMENTARY	10/24/22	\$22,790.00 ANNUAL SALARY
BACHMANN, BRIDGET	SPECIAL PROJECTS ASSISTANT I	OFFICE OF SPECIALIZED SERVICES	10/19/22	\$60,004.00 ANNUAL SALARY
BELL, TYLANDA	SPECIAL EDUCATION ASSISTANT	WILLARD, FRANCES E. SCHOOL	10/26/22	\$22,790.00 ANNUAL SALARY
BERRY, BRADFORD	SPECIAL EDUCATION ASSISTANT	KENDERTON ELEMENTARY	10/17/22	\$22,790.00 ANNUAL SALARY
BERRY, MELLITTA	SUPPORTIVE SERVICES ASST, 4 HR	SPRUANCE, GILBERT SCHOOL	10/11/22	\$13,507.00 ANNUAL SALARY
BISHOP, BARBARA A	TEACHER,FULL TIME	MAYFAIR SCHOOL	10/11/22	\$54,022.00 ANNUAL SALARY
BLAKE, LISA ANTOINETTE	THREAT ASSESSMENT LIAISON	OFFICE OF SCHOOL SAFETY	10/24/22	\$68,080.00 ANNUAL SALARY
BLOHM, THEODORE	TEACHER,FULL TIME	MUSIC, INSTRUMENTAL	10/17/22	\$62,396.00 ANNUAL SALARY
BORSKI, JACQUELINE	SPECIAL EDUCATION ASSISTANT	LANKENAU HIGH SCHOOL	10/31/22	\$22,790.00 ANNUAL SALARY

Personnel Hires  
November 17, 2022  
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BOWDEN, KENDRA J	TEACHER,SPEC EDUCATION	OLNEY HIGH SCHOOL	10/17/22	\$50,986.00 ANNUAL SALARY
BRADLEY, ALISHA	SUPPORTIVE SERVICES ASST, 3 HR	WARING, LAURA W. SCHOOL	10/25/22	\$10,130.00 ANNUAL SALARY
BRANCH, ANNA M	SPECIAL EDUCATION ASSISTANT	WEST PHILADELPHIA HIGH SCHOOL	10/07/22	\$34,079.00 ANNUAL SALARY
BRIGHT, ANDRE	TEACHER,FULL TIME	CLEMENTE, ROBERTO MIDDLE SCHL	10/11/22	\$50,065.00 ANNUAL SALARY
BROWNLEE, AMIRA A	GENERAL CLEANER, 8 HOURS	ARTHUR, CHESTER A. SCHOOL	10/10/22	\$35,173.00 ANNUAL SALARY
BRYANT, NICOLE	DIR,STRATEGIC PROJECTS	TALENT ADMINISTRATION	10/11/22	\$92,000.00 ANNUAL SALARY
BYERS, SHERRY YVONNE	TEACHER,FULL TIME	NORTHEAST COMMUNITY PROPEL ACD	10/20/22	\$50,065.00 ANNUAL SALARY
BYRD, KELLE S	SPECIAL EDUCATION ASSISTANT	SCIENCE LDSHP ACADEMY @ BEEBER	10/17/22	\$22,790.00 ANNUAL SALARY
CALDWELL, JASMINE E	SPECIAL EDUCATION ASSISTANT	EDMONDS, FRANKLIN S. SCHOOL	10/27/22	\$22,790.00 ANNUAL SALARY
CARTAGENA, KAYLEEN LORUHAMA	SPECIAL EDUCATION ASSISTANT	FRANKFORD HIGH SCHOOL	10/12/22	\$22,790.00 ANNUAL SALARY
CASTRO, YOLEIKY YRENE	COUNSELING ASST,BILINGUAL	ELKIN, LEWIS SCHOOL	10/31/22	\$24,939.00 ANNUAL SALARY
CATRAMBONE, STEPHEN A	DIR, SPECIAL ED SERVICES	OFFICE OF SPECIALIZED SERVICES	10/12/22	\$109,695.00 ANNUAL SALARY
CHAMBERLAIN, JAMEELA A	STUDENT CLIMATE STAFF,3 HOURS	MEREDITH, WILLIAM M. SCHOOL	10/13/22	\$8,872.00 ANNUAL SALARY
CHINA, KARLEYA TEIRAH	TEACHER,FULL TIME	LOWELL, JAMES R. SCHOOL	10/25/22	\$50,065.00 ANNUAL SALARY
CHO SOLIS, DILIANA	COUNSELING ASST,BILINGUAL	KIRKBRIDE, ELIZA B. SCHOOL	10/17/22	\$24,939.00 ANNUAL SALARY
CINTRON, EDWIN	CLIMATE SUPPORT SPECIALIST	WASHINGTON, GEORGE HIGH SCHOOL	10/11/22	\$22,790.00 ANNUAL SALARY
COHEN, MOLLY ELIZABETH	STEP CLINICAL COORDINATOR	MCKINLEY, WILLIAM SCHOOL	10/24/22	\$68,000.00 ANNUAL SALARY
COIT, ZYKHAIRA TIANA	SPECIAL EDUCATION ASSISTANT	FRANKFORD HIGH SCHOOL	10/17/22	\$22,790.00 ANNUAL SALARY
COOLEY, DWAYNE A	EXT ACTVTS,NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	10/13/22	\$24.00 HOURLY RATE
COPPADGE, ALEXANDRA M	CHIEF COMMUNICTNS AND CUST SVC	OFFICE OF COMMUNICATIONS	10/24/22	\$175,000.00 ANNUAL SALARY
CURIA, CATHERINE	AHERA MANAGEMENT PLANNER	OFFICE OF ENVIRONMENTAL MGMT	10/11/22	\$65,000.00 ANNUAL SALARY
DANES, DANESSA	TEACHER,FULL TIME	GIRARD, STEPHEN SCHOOL	09/26/22	\$65,708.00 ANNUAL SALARY
DENNIS, BRIAN M	STUDENT CLIMATE STAFF,5 HOURS	RHODES ELEMENTARY SCHOOL	10/27/22	\$15,900.00 ANNUAL SALARY
DESOUZA, ANNA CLARA	COUNSELING ASST,BILINGUAL	SPRUANCE, GILBERT SCHOOL	10/17/22	\$24,939.00 ANNUAL SALARY

Personnel Hires  
November 17, 2022  
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DINKINS, SHAYNA	SUPPORTIVE SERVICES ASST, 4 HR	WARING, LAURA W. SCHOOL	10/11/22	\$13,507.00 ANNUAL SALARY
DUKES, DONYAE' L	STUDENT CLIMATE STAFF,6 HOURS	LONGSTRETH, WILLIAM C. SCHOOL	10/17/22	\$19,080.00 ANNUAL SALARY
ELLERBE MORRIS, GEMINA J	TEACHER,FULL TIME	FINLETTER, THOMAS K. SCHOOL	10/17/22	\$56,416.00 ANNUAL SALARY
ELMER, LEANDRA	CAREER & TECHNICAL EDUC ASST	NORTHEAST HIGH SCHOOL	10/18/22	\$23,104.00 ANNUAL SALARY
ERICKSON, KATE WOLFF	TEACHER,FULL TIME	ROOSEVELT ELEMENTARY SCHOOL	10/31/22	\$69,392.00 ANNUAL SALARY
ESCOBAR, KIANA	COUNSELING ASST,BILINGUAL	JUNIATA PARK ACADEMY	10/24/22	\$24,939.00 ANNUAL SALARY
EUSTACE, MYA	SPECIAL EDUCATION ASSISTANT	SOUTH PHILADELPHIA HIGH SCHOOL	09/14/22	\$22,790.00 ANNUAL SALARY
FELTON, MATTHEW CHARLES	TEACHER,FULL TIME	HARTRANFT, JOHN F. SCHOOL	10/07/22	\$73,357.00 ANNUAL SALARY
FOREMAN, DENNICE	SPECIAL EDUCATION ASSISTANT	FINLETTER, THOMAS K. SCHOOL	10/03/22	\$22,790.00 ANNUAL SALARY
FOWLER, DEVON	CLIMATE SUPPORT SPECIALIST	CROSSROADS ACCELERATED ACADEMY	10/07/22	\$22,790.00 ANNUAL SALARY
FOX, LA'SHAE Q	TEACHER,FULL TIME	MORTON, THOMAS G. SCHOOL	10/18/22	\$74,823.00 ANNUAL SALARY
FRIERSON, CARA P	SCHOOL IMPROV SUPPORT LIAISON	DOBBINS, MURRELL HIGH SCHOOL	10/20/22	\$49,202.00 ANNUAL SALARY
GRAVES, THERESA	SPECIAL EDUCATION ASSISTANT	OVERBROOK HIGH SCHOOL	10/31/22	\$22,790.00 ANNUAL SALARY
GUADALUPE, JESSICA	SPECIAL EDUCATION ASSISTANT	MUNOZ-MARIN, HON LUIS SCHOOL	10/17/22	\$22,790.00 ANNUAL SALARY
GUILFORD, TYLIK	TEACHER,FULL TIME	VAUX BIG PICTURE HIGH SCHOOL	10/21/22	\$50,065.00 ANNUAL SALARY
HAMIZI, RABEA	SPECIAL EDUCATION ASSISTANT	SOUTHWARK SCHOOL	10/13/22	\$22,790.00 ANNUAL SALARY
HARRIS, CHRISTIAN	TEACHER,SPEC EDUCATION	CASSIDY,LEWIS C ACADEMICS PLUS	10/14/22	\$50,986.00 ANNUAL SALARY
HENDERSON, KEYKORA	SPECIAL EDUCATION ASSISTANT	FINLETTER, THOMAS K. SCHOOL	10/24/22	\$22,790.00 ANNUAL SALARY
HERNANDEZ, ADELINA	SPECIAL EDUCATION ASSISTANT	GLORIA CASAREZ ELEMENTARY	09/30/22	\$22,790.00 ANNUAL SALARY
HILL, ANGELA D	SUPPORTIVE SERVICES ASST, 3 HR	RHOADS, JAMES SCHOOL	10/04/22	\$10,130.00 ANNUAL SALARY
HORRIGAN, MICHAEL ANTHONY	TEACHER,FULL TIME	STETSON, JOHN B. MIDDLE SCHOOL	10/26/22	\$50,065.00 ANNUAL SALARY
HUCKABY, NEFERTTI	OPERATIONS TRAINEE	RECRUITMENT & STAFFING	10/11/22	\$51,229.00 ANNUAL SALARY
HYSENJ, TEUTA	SPECIAL EDUCATION ASSISTANT	HACKETT, HORATIO B. SCHOOL	10/11/22	\$22,790.00 ANNUAL SALARY
IBRAGIMOVA, NODIRA	COUNSELING ASST,BILINGUAL	FRANK, ANNE SCHOOL	10/04/22	\$24,939.00 ANNUAL SALARY

Personnel Hires  
November 17, 2022  
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JACKSON, MEIKIA	CLASSROOM ASST	PENNYPACK HOUSE SCHOOL	10/11/22	\$22,790.00	ANNUAL SALARY
JALLOH, RABIYATU	TEACHER,FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	10/11/22	\$52,184.00	ANNUAL SALARY
JEFFERSON, MONIQUE N	TEACHER,FULL TIME	DISSTON, HAMILTON SCHOOL	10/17/22	\$68,838.00	ANNUAL SALARY
JONES, CHANDLER ROSE CECILIA	PROGRAM COORDINATOR	OFFICE STUDENT RIGHTS & RESP	10/11/22	\$50,000.00	ANNUAL SALARY
JONES, CHARISSE LENETTE	PREVENTION & INTERVENTION LIAI	PREVENTION & INTERVENTION	10/11/22	\$67,467.00	ANNUAL SALARY
JONES, COURTNEY	TEACHER ASST,PKHS	LEA SCHOOL HEAD START	10/24/22	\$22,790.00	ANNUAL SALARY
JORDAN, ALEASHA S	SPECIAL EDUCATION ASSISTANT	SPRUANCE, GILBERT SCHOOL	10/17/22	\$22,790.00	ANNUAL SALARY
JUNG, JENNIFER	ASST DIR,OPERATIONS	PREVENTION & INTERVENTION	10/11/22	\$90,815.00	ANNUAL SALARY
KAHAN, JACE	PAYROLL PROCESSOR II	PAYROLL	10/31/22	\$41,324.00	ANNUAL SALARY
KANE, SANASSI	TEACHER,FULL TIME	BARTRAM, JOHN HIGH SCHOOL	10/03/22	\$50,065.00	ANNUAL SALARY
KELL, KEVIN JORDAN	COORD, ENVIRONMENTAL FIELD AUD	OFFICE OF ENVIRONMENTAL MGMT	10/11/22	\$70,000.00	ANNUAL SALARY
KILMON, ANNE CHANDLER	SCHOOL NURSE	JACKSON COPPIN, FANNY SCHOOL	10/03/22	\$68,838.00	ANNUAL SALARY
KING, LEATRICE	TEACHER,SPEC EDUCATION	STETSON, JOHN B. MIDDLE SCHOOL	10/24/22	\$67,828.00	ANNUAL SALARY
KNIGHT, GRADY UMAR	CASE MANAGER	OFFICE STUDENT RIGHTS & RESP	10/17/22	\$72,706.00	ANNUAL SALARY
KOLA, BLERINA	SPECIAL EDUCATION ASSISTANT	FOX CHASE SCHOOL	10/03/22	\$22,790.00	ANNUAL SALARY
LEVENTHAL, STEPHEN	TEACHER,FULL TIME	SPRUANCE, GILBERT SCHOOL	10/04/22	\$50,065.00	ANNUAL SALARY
LEWIS, KAYLA	TEACHER,FULL TIME	BETHUNE, MARY MCLEOD SCHOOL	10/03/22	\$50,065.00	ANNUAL SALARY
LITTLE, MAHKI	TEACHER,FULL TIME	STEARNE, ALLEN M. SCHOOL	10/19/22	\$50,065.00	ANNUAL SALARY
LOGAN, ALEXANDRA JALIAH	SECRETARY I	LINCOLN, ABRAHAM HIGH SCHOOL	10/11/22	\$25,583.00	ANNUAL SALARY
LONG-DAVIS, CHEYENNE CARL WILLIAM	SPECIAL EDUCATION ASSISTANT	RHOADS, JAMES SCHOOL	10/26/22	\$22,790.00	ANNUAL SALARY
MARCELLUS, PASCAL	BUYER II	OFFICE OF PROCUREMENT SERVICES	10/24/22	\$51,723.00	ANNUAL SALARY
MARSHALL, VERNELL K	STUDENT CLIMATE STAFF,6 HOURS	BRYANT, WILLIAM C. SCHOOL	10/31/22	\$17,744.00	ANNUAL SALARY
MAXWELL, EMILY SUSAN	TEACHER,FULL TIME	FOX CHASE SCHOOL	10/31/22	\$51,539.00	ANNUAL SALARY
MCALLISTER, SHARON A	TEACHER,SPEC EDUCATION	MIFFLIN, THOMAS SCHOOL	10/31/22	\$99,394.00	ANNUAL SALARY

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MCCOREY, MICHAEL RODNEY	SPECIAL EDUCATION ASSISTANT	AMY 5 AT JAMES MARTIN	10/17/22	\$22,790.00 ANNUAL SALARY
MCKINLEY, ALYSSA	SPECIAL EDUCATION ASSISTANT	MUNOZ-MARIN, HON LUIS SCHOOL	10/17/22	\$22,790.00 ANNUAL SALARY
MCNAIR, TAMEKA	SUPPORTIVE SERVICES ASST, 3 HR	GIDEON, EDWARD SCHOOL	10/12/22	\$10,130.00 ANNUAL SALARY
MELENDEZ, ANGELICA	SPECIAL EDUCATION ASSISTANT	SOLIS-COHEN, SOLOMON SCHOOL	10/11/22	\$22,790.00 ANNUAL SALARY
MILLER, GREGORY ALLAN	SERIOUS INCIDENT STAT ANALYST	OFFICE OF SCHOOL SAFETY	10/17/22	\$60,004.00 ANNUAL SALARY
MILLER, MONICA MARIE	TEACHER,FULL TIME	STEARNE, ALLEN M. SCHOOL	10/11/22	\$73,357.00 ANNUAL SALARY
MONSON, URI Z	DEPUTY SUPERINTENDENT OF OPERATIONS	CHIEF EXECUTIVE OFFICE	10/6/22	\$235,000.00 ANNUAL SALARY
MONTGOMERY, RONNIE LEE	TEACHER,FULL TIME	STETSON, JOHN B. MIDDLE SCHOOL	10/07/22	\$73,357.00 ANNUAL SALARY
MONTIJO, ISMAEL	SPECIAL EDUCATION ASSISTANT	FRANKFORD HIGH SCHOOL	10/24/22	\$22,790.00 ANNUAL SALARY
MOORE, KELLEY ELIZABETH	SCHOOL NURSE	KENSINGTON HEALTH SCIENCES	10/06/22	\$72,011.00 ANNUAL SALARY
MORRIS, MATTHEW DAVID	SPECIAL EDUCATION ASSISTANT	KING, MARTIN LUTHER HIGH SCH.	10/04/22	\$22,790.00 ANNUAL SALARY
MOUAICI, FERIEL	SPECIAL EDUCATION ASSISTANT	LOESCHE, WILLIAM H. SCHOOL	10/03/22	\$22,790.00 ANNUAL SALARY
NEDJAR EMBAREK, NAWAL	CLASSROOM ASST	LOESCHE, WILLIAM H. SCHOOL	10/24/22	\$15,924.00 ANNUAL SALARY
NUSSBAUM, KAREN	PHYSICAL THERAPIST	TEMPORARY FOR PRE-HIRES	10/11/22	\$81,074.00 ANNUAL SALARY
OLIVERA, KARINA ANGELIC	SUPPORTIVE SERVICES ASST, 4 HR	MUNOZ-MARIN, HON LUIS SCHOOL	09/12/22	\$13,507.00 ANNUAL SALARY
OPPENHEIMER, SHAUNA	STEP SCHOOL BEHAVIORAL CONSULT	PREVENTION & INTERVENTION	10/24/22	\$56,000.00 ANNUAL SALARY
OVALLE, JULIAN ALEJANDRO	TEACHER,FULL TIME	TAYLOR, BAYARD SCHOOL	10/24/22	\$87,844.00 ANNUAL SALARY
PADILLA, ELSA	TEACHER,FULL TIME	FELTONVILLE INTERMEDIATE	10/07/22	\$69,392.00 ANNUAL SALARY
PAPANIKOLAOU, MELINA	STEP SCHOOL BEHAVIORAL CONSULT	PREVENTION & INTERVENTION	10/03/22	\$58,000.00 ANNUAL SALARY
PARKS, SOJOURNER	TEACHER,SPEC EDUCATION	STETSON, JOHN B. MIDDLE SCHOOL	10/11/22	\$50,986.00 ANNUAL SALARY
PRATTA, SAMANTHA	PROFESSIONAL LRNING SPECIALIST	CHIEF ACADEMIC OFFICE	10/31/22	\$95,000.00 ANNUAL SALARY
PRICE, ESHE	SCHL IMPROVEMENT & DATA SPLST	EVALUATION, RESEARCH & ACCT.	10/24/22	\$87,500.00 ANNUAL SALARY
RAM CHANDRAN, TANVI	TEACHER,FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	10/03/22	\$50,065.00 ANNUAL SALARY
RIOS, NILEISHDAYARA	CLASSROOM ASST	GLORIA CASAREZ ELEMENTARY	10/03/22	\$22,790.00 ANNUAL SALARY

ROBINSON, ANDRE	TEACHER,FULL TIME	STEARNE, ALLEN M. SCHOOL	10/17/22	\$50,065.00	ANNUAL SALARY
ROGERS, SOPHIE	TEACHER,FULL TIME	LONGSTRETH, WILLIAM C. SCHOOL	10/18/22	\$50,065.00	ANNUAL SALARY
SAVAGE, SHAVON Y	DEPUTY SUPERINTENDENT OF ACADEMICS	CHIEF EXECUTIVE OFFICE	10/19/22	\$235,000.00	ANNUAL SALARY
SCREEN, TIFFANY R	COORD,FAMILY & COMMUNITY ENGMT	FAMILY & COMMUNITY ENGAGEMENT	10/17/22	\$50,392.00	ANNUAL SALARY
SHORE, ELISHA M	SCHOOL CLIMATE LIAISON	OLNEY HIGH SCHOOL	10/06/22	\$45,556.00	ANNUAL SALARY
SINGLETARY, NYLA	SPECIAL EDUCATION ASSISTANT	SCIENCE LEADERSHIP ACADEMY	10/03/22	\$31,610.00	ANNUAL SALARY
SINGLETON, SHEREE	STEP CASE MANAGER	PREVENTION & INTERVENTION	10/11/22	\$58,000.00	ANNUAL SALARY
SIVERIO, MARISSA	EVALUATION LRNING SPECIALIST	TALENT ADMINISTRATION	10/11/22	\$98,000.00	ANNUAL SALARY
SLAUGHTER, DANIELLE EBONY	SPECIAL EDUCATION ASSISTANT	SHAWMONT SCHOOL	10/31/22	\$22,790.00	ANNUAL SALARY
SMITH, ALEXYS	TEACHER,SPEC EDUCATION	WASHINGTON, GROVER JR. MIDDLE	10/18/22	\$50,986.00	ANNUAL SALARY
SMITH, NICOLETTE	TEACHER,DEMONSTRATION,SPEC ED	HANCOCK DEMONSTRATION SCHOOL	10/17/22	\$61,754.00	ANNUAL SALARY
SOKOLOFF, CARLY	TEACHER,FULL TIME	FOX CHASE SCHOOL	10/13/22	\$51,539.00	ANNUAL SALARY
SOWELL, RYAN L	STUDENT CLIMATE STAFF,5 HOURS	LOWELL, JAMES R. SCHOOL	10/11/22	\$15,900.00	ANNUAL SALARY
STEWART, CONSTANCE	SPECIAL EDUCATION ASSISTANT	VARE-WASHINGTON ELEMENTARY	10/26/22	\$22,790.00	ANNUAL SALARY
SULEA, LILIA	TEACHER,FULL TIME	SOLIS-COHEN SCHOOL HEAD START	10/11/22	\$73,357.00	ANNUAL SALARY
TARAMI, ANILA	SPECIAL EDUCATION ASSISTANT	POLLOCK, ROBERT B. SCHOOL	10/31/22	\$22,790.00	ANNUAL SALARY
TARNOWSKI, ROSEMARIE	SENIOR PROJECT MANAGER	OFC OF LEADERSHIP DEVELOPMENT	10/11/22	\$86,000.00	ANNUAL SALARY
THOMAS, JADA	TEACHER,FULL TIME	MCCLOSKEY, JOHN F. SCHOOL	10/31/22	\$50,065.00	ANNUAL SALARY
TINSLEY, NYAH	COUNSELING ASST,BILINGUAL	FELS, SAMUEL HIGH SCHOOL	10/11/22	\$24,939.00	ANNUAL SALARY
TRAN, TUYETVAN	COUNSELING ASST,BILINGUAL	JUNIATA PARK ACADEMY	10/24/22	\$24,939.00	ANNUAL SALARY
TRUESDALE, QUADIRE JOBE	TEACHER,FULL TIME	KELLEY, WILLIAM D. SCHOOL	09/27/22	\$50,065.00	ANNUAL SALARY
TYLER, LATASHA	SPECIAL EDUCATION ASSISTANT	SAYRE, WILLIAM L. HIGH SCHOOL	10/26/22	\$22,790.00	ANNUAL SALARY
VALDEZ, TAINA MICHELLE	SECRETARY I	STETSON, JOHN B. MIDDLE SCHOOL	10/17/22	\$25,583.00	ANNUAL SALARY
VAUGHN, MICHELLE L.	TEACHER,FULL TIME	FELTONVILLE INTERMEDIATE	10/11/22	\$50,065.00	ANNUAL SALARY

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WALKER, MOZELL	SPECIAL EDUCATION ASSISTANT	LUDLOW, JAMES R. SCHOOL	10/03/22	\$22,790.00	ANNUAL SALARY
WASHINGTON, TYRA CHERISE	CURR SPECIALIST	CURRICULUM AND INSTRUCTION	10/17/22	\$102,481.00	ANNUAL SALARY
WASHINGTON, STACY	SCHOOL NURSE	BODINE, WILLIAM W. HIGH SCHOOL	10/11/22	\$56,416.00	ANNUAL SALARY
WATSON, CAMMEO J	PROGRAM COORDINATOR	OFFICE STUDENT RIGHTS & RESP	10/11/22	\$56,000.00	ANNUAL SALARY
WATTS, ARTTIA	SUPPORTIVE SERVICES ASST, 3 HR	HARRINGTON, AVERY D. SCHOOL	10/17/22	\$10,130.00	ANNUAL SALARY
WEBBER, SARA BETH	TEACHER,FULL TIME	LOGAN, JAMES SCHOOL	10/24/22	\$50,065.00	ANNUAL SALARY
WEINSTEIN, DALIA	TEACHER,FULL TIME	BUILDING 21	10/31/22	\$50,065.00	ANNUAL SALARY
WEISS, TYLER J	EXT ACTVTS,NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	10/14/22	\$20.00	HOURLY RATE
WESBY, PAULETTE E	TEACHER,SPEC EDUCATION	CLEMENTE, ROBERTO MIDDLE SCHL	10/17/22	\$60,193.00	ANNUAL SALARY
WHYTE, PAUL-ANN	SPECIAL EDUCATION ASSISTANT	PENNELL, JOSEPH ELEMENTARY	09/20/22	\$22,790.00	ANNUAL SALARY
WIDMAN, TYNESHA R	SUPPORTIVE SERVICES ASST, 3 HR	HARTRANFT, JOHN F. SCHOOL	10/03/22	\$10,130.00	ANNUAL SALARY
WILKS, TARINA	SPECIAL EDUCATION ASSISTANT	GREENFIELD, ALBERT M. SCHOOL	10/17/22	\$22,790.00	ANNUAL SALARY
WILLIAMS, LENA	SECRETARY I	EDMONDS, FRANKLIN S. SCHOOL	10/27/22	\$25,583.00	ANNUAL SALARY
WILLIAMS, SHIRLEY	TEACHER,SPEC EDUCATION	PRINCE HALL SCHOOL	10/24/22	\$64,792.00	ANNUAL SALARY
WRIGHT, JERMAIN LAMAR	STEP CLINICAL COORDINATOR	WELSH, JOHN SCHOOL	10/24/22	\$75,500.00	ANNUAL SALARY
YOUNG, ANNIE	SPECIAL EDUCATION ASSISTANT	STEEL, EDWARD T. SCHOOL	09/20/22	\$22,790.00	ANNUAL SALARY

**Action Item - 3.**

**Title: Approval of Personnel Terminations (Updated 11.17.22)**

**Board of Education Meeting Date:** 11/17/2022

**Action under consideration**

RESOLVED, by the Board of Education that the employment of the \*following individuals\* are terminated effective November 17, 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

11\_17\_2022 Item No. 3 - 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 November 17, 2022:

Gregory Smith	Teacher-TPE
Kevin Robinson	Custodial Assistant
Pebble Hill	Talent Specialist
Isaac Woods	Probationary SCS
Jennifer Nearn	Director of Board Initiatives
Japhet Effah	STEP Case Manager

**RESOLVED**, that Kylah Davis is dismissed from her employment by The School District of Philadelphia as a food services utility worker, effective immediately.

**FURTHER RESOLVED**, that the Hearing Officer's Findings of Fact and Conclusions of Law on file with the minutes of the Board of Education are adopted as the reasons for this decision.

**FURTHER RESOLVED**, that this decision was made in accordance with the Pennsylvania School Code of 1949, as amended, following an independent review of the record by the individual members of the Board of Education.

**RESOLVED**, that Karimah Anderson is dismissed from her employment by The School District of Philadelphia as a general cleaner, effective immediately.

**FURTHER RESOLVED**, that the Hearing Officer's Findings of Fact and Conclusions of Law on file with the minutes of the Board of Education are adopted as the reasons for this decision.

**FURTHER RESOLVED**, that this decision was made in accordance with the Pennsylvania School Code of 1949, as amended, following an independent review of the record by the individual members of the Board of Education.

**Action Item - 5.**

**Title: Approval of Retirements and Resignations (11.17.2022)**

**Board of Education Meeting Date:** 11/17/2022

**Action under consideration**

RESOLVED, by the Board of Education that the resignations and retirements of the  
\*following individuals\* are accepted effective November 17, 2022.

\*Names to be provided for public view immediately prior to the Board of Education Action  
Meeting on November 17, 2022.

**Office Originating Request:** Talent

**ATTACHMENTS:**

Description

11\_17\_2022 Item No.5

Type

Supporting Document

RESOLVED, by the Board of Education that the resignations and retirements of the following individuals are accepted effective November 17, 2022

<b>Name</b>	<b>Location</b>	<b>Position</b>	<b>Effective Date</b>	<b>Reason</b>
Alexander, Norrissa	Family & Community Engagement	Coord, Family & Community Engmt	11/10/2022	Resignation
Ausensi, Virginia	Olney High School	Teacher, Full Time	10/16/2022	Resignation
Barnes, Sakinah	Employee Support Services	Sr Retirement Analyst	11/17/2022	Resignation
Barnett, Leslie	Broad Street Garage	Bus Chauffeur	10/24/2022	Retirement
Barrett, Craig	Broad Street Garage	Bus Chauffeur Part Time Prob	10/17/2022	Resignation
Barrett, Julia	Allen, Dr. Ethel School	Teacher, Full Time	12/20/2022	Resignation
Basmajian, Bernadette	Saul, Walter B. High School	School Nurse	01/04/2023	Resignation
Battle, Victoria	Feltonville Intermediate	Student Climate Staff, 4 Hours	11/17/2022	Retirement
Benales, Margaret	Girard, Stephen School	Student Climate Staff, 4 Hours	03/01/2023	Retirement
Berrocal, Erika	Brown, Henry A. School	Special Education Assistant	01/17/2023	Resignation
Blake, Troneiai	Carnell, Laura H. School	Teacher, Full Time	06/15/2023	Retirement
Branche, Clarence	Custodian-Administration Bldg	General Cleaner, 8 Hours	01/03/2023	Retirement
Bright, Andre	Clemente, Roberto Middle Schl	Teacher, Full Time	10/17/2022	Resignation
Brogdon, Ayesha	Edison, Thomas A. High School	Bus Attendant	08/29/2022	Resignation
Brookman, Larry	Edison, Thomas A. High School	Teacher, Full Time	06/15/2023	Retirement

Brown, Therence	Office Of School Safety	School Safety Officer	06/15/2022	Resignation
Brown, Carla	Prevention & Intervention	Prevention & Intervention Liai	10/20/2022	Resignation
Broxton, Ebony	Overbrook High School	Food Svcs Worker Iii	08/29/2022	Resignation
Budheah, Dwane	Office Student Rights & Resp	Case Manager	09/13/2022	Resignation
Butler, Beverly	Lea, Henry C.	Studen Climate Staff,3 Hours	10/20/2022	Resignation
Carter, Michael	Wagner, Gen. Louis Middle Sch.	School Climate Manager	10/21/2022	Resignation
Casimir, Woodlyn	Solis-Cohen, Solomon School	Student Climate Staff,6 Hours	10/28/2022	Resignation
Chaitan, Kamill	Kenderton Elementary	Special Education Assistant	08/24/2022	Resignation
Chandler, Tyisha	Office Of School Safety	School Safety Officer	11/04/2022	Resignation
Ciliberto, Crescenzo	Office Of Environmental Mgmt	Asbestos Worker	11/07/2022	Resignation
Clarke, Jael	Wagner, Gen. Louis Middle Sch.	Teacher,Full Time	10/14/2022	Resignation
Coffey, Ivera	Passyunk Garage	Bus Chauffeur	11/04/2022	Retirement
Coley, Doran	Comegys, Benjamin B. School	Step Clinical Coordinator	11/10/2022	Resignation
Craig, Diane	Allen, Ethan School	Teacher,Full Time	01/03/2023	Resignation
Crowder, Marcella	Patterson Head Start	Early Child Food Sv Wk 4.5Hrs	04/28/2022	Resignation
Crute, Brittney	Bregy, F. Amedee School	Special Education Assistant	10/31/2022	Resignation
Curtis, Carl	Arthur, Chester A. School	Student Climate Staff,6 Hours	10/14/2022	Resignation
Davis Young, Sierra	Finletter, Thomas K. School	Teacher,Spec Education	11/01/2022	Resignation
Diehl, Gregory	Transportation Services	Transportation Schd Analyst I	11/18/2022	Resignation

Dinkins, Irvin	Widener Memorial School	Bus Attendant	11/07/2022	Resignation
Dixon, Shelley	Marshall, John School	School Improv Support Liaison	11/04/2022	Resignation
Dolganski, Oleg	Baldi Middle School	Program Coordinator	01/03/2023	Resignation
Domenech, Jessenia	Carnell, Laura H. School	School Improv Support Liaison	11/04/2022	Resignation
Douglas, Darnella	Fox Chase School	Special Education Assistant	11/17/2022	Resignation
Draper, Brenda	Office Of General Counsel	Paralegal I	11/14/2022	Retirement
Duprey, Santa	Washington, Grover Jr. Middle	Special Education Assistant	12/02/2022	Retirement
Edwards, Selina	Dunbar, Paul L. School	Food Svcs Assistant	10/20/2022	Resignation
Eklu, Augustina	Moore, J. Hampton School	School Nurse	01/03/2023	Resignation
Fatema, Umai Matul	Peirce, Thomas M. School	Food Svcs Assistant	10/07/2022	Resignation
Figueroa, Manuel	Feltonville Arts & Sciences	Student Climate Staff,6 Hours	01/06/2023	Retirement
Ford, Portia	Edison, Thomas A. High School	Teacher,Full Time	10/21/2022	Resignation
Foye, Jahawn	Office Of Specialized Services	Intermediate Clerk	11/01/2022	Resignation
Gardner, Jimmy	Broad Street Garage	Bus Chauffeur Handicpd Childrn	01/03/2023	Retirement
Geer, Pametra	Sullivan, James J. School	Teacher,Full Time	11/04/2022	Resignation
Giorno, Krysten	Prince Hall School	Teacher,Full Time	11/10/2022	Resignation
Gliem, Nancy	Harding, Warren G. Middle Sch	Teacher,Spec Education	11/10/2022	Resignation
Gomberg, Rachel	Franklin Learning Center	Teacher,Full Time	11/04/2022	Resignation
Gonzaga, Damon	Capital Programs	Construction Manager	11/04/2022	Resignation

Gonzalez, Dani	Sheppard, Isaac A. School	Teacher, Full Time	01/03/2023	Resignation
Gosselin, Joshua	Lea, Henry C.	Teacher, Full Time	10/26/2022	Retirement
Green, Lovette	Southwark School	Student Climate Staff, 4 Hours	10/21/2022	Resignation
Green, Tamara	Southwark School Head Start	Student Climate St, Erl Ch 5 Hr	10/20/2022	Resignation
Grey-Cannon, Michelle	Lankenau High School	Teacher, Spec Education	12/16/2022	Retirement
Hasher, Mary	Lawton, Henry W. School	Teacher, Spec Education	01/03/2023	Retirement
Hassan, Sana	Pollock, Robert B. School	Special Education Assistant	10/24/2022	Resignation
Helem, Patricia	Passyunk Garage	Bus Chauffeur	11/07/2022	Retirement
Helton, James	Clemente, Roberto Middle Schl	Building Engineer-Group Ii	10/24/2022	Resignation
Henry, Tanayah	Prince Hall School	Teacher, Full Time	09/30/2022	Resignation
Hernandez, Muhammad	Mastbaum, Jules E. High School	Teacher, Full Time	11/10/2022	Change Date - Resignation
Hill, Renee	Dunbar, Paul L. School	School Nurse	06/15/2023	Retirement
Horrigan, Michael	Stetson, John B. Middle School	Teacher, Full Time	11/01/2022	Resignation
Humphrey, Ifetayo	Heston, Edward School	Teacher, Full Time	12/23/2022	Resignation
Jackson, Charlene	Wilson, Woodrow Middle School	Teacher, Spec Education	12/16/2022	Resignation
Jackson, Courtney	Harding, Warren G. Middle Sch	Teacher, Full Time	12/23/2022	Resignation
Jessup, Maurice	Roxborough High School	Assistant Program Coord	10/21/2022	Resignation
Johnson, Jerome	Deburgos, J. Elementary	Custodial Assistant	10/26/2022	Resignation
Johnson, Jasmine	Mcdaniel, Delaplaine School	Food Svcs Assistant	11/02/2022	Resignation

Jones, Roshonda	Houston, Henry H. School	Special Education Assistant	10/12/2022	Resignation
Jones-Simms, Najyah	Solis-Cohen, Solomon School	Special Education Assistant	10/31/2022	Resignation
Kayed, Hanan	Northeast High School	Teacher, Full Time	10/14/2022	Resignation
Keer, Ulana	Finletter, Thomas K. School	Teacher, Full Time	01/23/2023	Resignation
Keller, Colleen	Philadelphia Virtual Academy	Step Clinical Coordinator	11/04/2022	Resignation
Kelly, Kevin	Brown, Joseph H. School	Building Engineer-Group Ii	10/24/2022	Retirement
Kerper, Charles	Day, Anna B. School	Teacher, Spec Education	06/15/2023	Resignation
Kersey, Florence	Marshall, John School	Teacher, Full Time	01/05/2023	Retirement
Kessler, Sarah	Lea, Henry C.	Teacher, Full Time	01/03/2023	Resignation
Kinnon, Serena	Bache-Martin School	Bus Attendant, Six Hours	10/14/2022	Resignation
Korn, Karla	Rhoads, James School	Teacher, Full Time	06/15/2023	Retirement
Langston, Paulette	Broad Street Garage	Bus Chauffeur	01/03/2023	Retirement
Lawrence, Tiffany	Wright, Richard R. School	Special Education Assistant	11/01/2022	Resignation
Lee, Lisa	Franklin, Benjamin High School	Special Education Assistant	10/21/2022	Resignation
Linker, Kelly	Research & Evaluation	Research Specialist	11/04/2022	Resignation
Lytes, Vanessa	Clemente, Roberto Middle Schl	School Nurse	12/02/2022	Resignation
Macholdt, Sarah	Sheppard, Isaac A. School	Teacher, Full Time	10/31/2022	Resignation
Madison, Yolanda	Locke, Alain School	Bus Attendant, Six Hours	11/10/2022	Resignation
Masciangelo, Alyssa	Roosevelt Elementary School	Teacher, Full Time	01/03/2023	Resignation
Massenburg, Craig	Capital Programs	Budget Clerk	11/01/2022	Resignation

Mauro, Veronica	Welsh, John School	Teacher,Full Time	12/16/2022	Resignation
Mccall, Shakita	Penrose School	Bus Attendant	10/31/2022	Resignation
Mccall, Michelle	Frank, Anne School	Food Svcs Worker Senior	11/10/2022	Resignation
Mcgovern, Dominique	Wilson, Woodrow Middle School	Teacher,Full Time	10/07/2022	Resignation
Mcwhite, Lanieka	Morton, Thomas G. School	Special Education Assistant	11/18/2022	Resignation
Melvin Thompson, Kimberly	Anderson Bright Futures	Teacher Asst,Pkhs	02/03/2023	Retirement
Mills, Jazzmyn	Office Of Multiple Pathways	Cust Supp/External Liaison	10/28/2022	Resignation
Moore, Charles	Washington, Grover Jr. Middle	Bus Attendant	10/24/2022	Retirement
Motti, James	General Cleaner	Penn Treaty high School	10/17/2022	Resignation
Murray, James	Farrell, Louis H. School	Special Education Assistant	10/07/2022	Retirement
Nguyen, Ngoc	Cook-Wissahickon School	Teacher,Full Time	12/23/2022	Resignation
Nguyen, Jennifer	Taylor, Bayard School	Teacher,Full Time	01/08/2023	Resignation
Nieves, Veronica		School Nurse	11/07/2022	Resignation
O'Neill, Jennifer	Hartranft, John F. School	Teacher,Full Time	10/27/2022	Resignation
Olcese, Cynthia	Baldi Middle School	Teacher,Spec Education	10/20/2022	Resignation
Patterson, Shaquilla	Overbrook Educational Center	Bus Attendant	11/18/2022	Resignation
Pegues, Walter	Peirce, Thomas M. School	Teacher,Full Time	01/20/2023	Retirement
Pendleton, Madeline	Jenks Academy Arts & Sciences	Supportive Services Asst, 4 Hr	06/15/2023	Retirement
Pitts, True	Kirkbride, Eliza B. School	Student Climate Staff,5 Hours	11/07/2022	Resignation
Pizzo, Alfred	Facilities Mgmt. & Services	Facilities Area Manager	01/06/2023	Retirement



Polk, Kyla	Tilden Middle School	Special Education Assistant	10/07/2022	Resignation
Pollock, Jessica	Barry, John Elementary School	Teacher, Full Time	11/29/2022	Resignation
Pratt, Courtney	Franklin, Benjamin High School	Bus Attendant	10/21/2022	Resignation
Reel, Ayana	Prince Hall School	Special Education Assistant	10/18/2022	Resignation
Reid, Rodney	Harding, Warren G. Middle Sch	Teacher, Full Time	01/04/2023	Resignation
Renwick, Kyndra	Moore, J. Hampton School	Special Education Assistant	11/07/2022	Resignation
Revell, Jeffrey	Shallcross Garage	Bus Chauffeur	10/03/2022	Resignation
Rey-Alvarez, Elahni	Webster School Head Start	Teacher, Full Time	11/28/2022	Resignation
Richards, Nicholas	Barry, John Elementary School	Bus Attendant	10/14/2022	Resignation
Robbins, Halima	Harrington, Avery D. School	Student Climate Staff, 5 Hours	10/25/2022	Resignation
Roberts, Nadine	Kenderton Elementary	Custodial Assistant	01/12/2023	Retirement
Robinson, Tyshae	Roosevelt Elementary School	Special Education Assistant	10/14/2022	Resignation
Robinson, Cassandra	Office Of School Safety	School Safety Officer	10/21/2022	Resignation
Robinson, Daniel	Olney High School	Food Svcs Utility Worker	10/16/2022	Resignation
Robinson, Brittany	Brown, Henry A. School	Teacher, Spec Education	11/07/2022	Resignation
Rockingham, Aziza	Stetson, John B. Middle School	Student Climate Staff, 6 Hours	11/04/2022	Resignation
Rogers, Veronica	Morris, Robert School	General Cleaner, 8 Hours	10/11/2022	Resignation
Roth, David	Feltonville Intermediate	Teacher, Full Time	10/18/2022	Retirement
Ruff, Byshay	Spruance, Gilbert School	Student Climate Staff, 5 Hours	10/24/2022	Resignation

Ryan, Christine	Vare-Washington Elementary	Teacher, Spec Education	01/03/2023	Resignation
Sanders, Daniel	Northeast High School	School Climate Liaison	10/21/2022	Resignation
Schall, Dorothy	Hackett, Horatio B. School	Teacher, Spec Education	01/03/2023	Resignation
Scott, Latifah	Forrest, Edwin School	Bus Attendant	06/15/2022	Resignation
Scott Logan, Marlene	Broad Street Garage	Bus Dispatcher	01/03/2023	Retirement
Sellers, Tyree	Deburgos, J. Elementary	Student Climate Staff, 4 Hours	12/23/2022	Resignation
Shovlin, Carolyn	Moore, J. Hampton School	Teacher, Full Time	01/03/2023	Retirement
Sills, Kourtney	Penn Alexander School	Special Education Assistant	06/15/2022	Resignation
Silva, Nashely	Mayfair School	Teacher, Full Time	12/16/2022	Resignation
Simmons, Amir	Dick, William School	Student Climate Staff, 4 Hours	10/21/2022	Resignation
Sinkler, Shirkeira	Allen, Ethan School	Food Svcs Assistant	10/20/2022	Resignation
Smart, Lanisha	Academy At Palumbo	Special Education Assistant	10/03/2022	Resignation
Smith, David	Lincoln, Abraham High School	Building Engineer-Group Iv	10/24/2022	Retirement
Smith, Nyjah	Kirkbride, Eliza B. School	Student Climate Staff, 5 Hours	11/07/2022	Resignation
Spencer, Charles	Houston, Henry H. School	Student Climate Staff, 5 Hours	10/28/2022	Retirement
Spivery, Monique	Bartram, John High School	Student Climate Staff, 6 Hours	11/10/2022	Resignation
Stinson, Michael	Office Of School Safety	School Safety Officer	11/04/2022	Resignation
Stratford, Deborah	Widener Memorial School	Special Education Assistant	11/18/2022	Resignation
Sullivan, Debra	Washington, George High School	Food Svcs Manager Iii	01/03/2023	Retirement

Terreforte, Carlos	Heating Services	Steamfit/Iron A5	11/07/2022	Retirement
Thomson, Jonathan	Edison, Thomas A. High School	Teacher,Full Time	12/17/2022	Resignation
Trignani, Catherine	Bache-Martin School	Classroom Asst,Sp Ed,Hear Imp	02/03/2023	Retirement
Troutman, Naimah	Olney High School	Student Climate Staff,6 Hours	10/12/2022	Resignation
Veeranna, Sujatha	Greenberg, Joseph School	Teacher,Full Time	01/20/2023	Retirement
Waites, Eric	King, Martin Luther High Sch.	School Safety Officer	01/03/2023	Retirement
Warfield-Fuchs, Wendy	Hill-Freedman World Academy	Teacher,Spec Education	01/03/2023	Resignation
Wickes, Kristie	Fitzpatrick, A.L. School	Teacher,Full Time	06/15/2023	Retirement
Wieland, Hayley	Greenfield, Albert M. School	Teacher,Full Time	01/03/2023	Resignation
Williams, Barbara	Taylor, Bayard School	General Cleaner, 8 Hours	12/27/2022	Retirement
Williams, Willie	Building 21	Building Engineer-Group Iii	12/30/2022	Retirement
Williams, Anasja	Tilden Middle School	Student Climate Staff,6 Hours	10/12/2022	Resignation
Williams, Samone	Brown, Henry A. School	General Cleaner, 8 Hours	10/28/2022	Resignation
Williams, Lena	Edmonds, Franklin S. School	Secretary I	10/31/2022	Resignation
Williams, Minaj	Kensington Health Sciences	Student Climate Staff,6 Hours	10/28/2022	Resignation
Williams, Kaitlin	Penrose School	Teacher,Full Time	01/03/2023	Resignation
Wilson, Anthony	Passyunk Garage	Bus Chauffeur	10/24/2022	Retirement
Wilson, Camara	Holme, Thomas School	Principal	08/26/2022	Retirement
Wingate, Kimberly	Barry, John Elementary School	Food Svcs Worker Iii	10/21/2022	Resignation
Wingo, Ilona	Tilden Middle School	Food Svcs Worker Ii	01/03/2023	Retirement

Wright, Latifah	Mifflin, Thomas School	Special Education Assistant	10/14/2022	Resignation
Yacobacci, Joan	Sharswood, George School	Special Education Assistant	01/20/2023	Retirement
Young, Janet	Welsh, John School	Counseling Asst,Bilingual	11/15/2022	Retirement
Yudiskas Leslie, Rosemary	Childs, George W. School	Teacher,Full Time	10/14/2022	Retirement

**Action Item - 6.**

**Title: Amendment of Contract with Various Vendors - ERP Implementation (\$6,800,000)**

**Board of Education Meeting Date:** 11/17/2022

**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:**

Cherry Road Technologies, Inc.  
Oracle  
ADP, LLC  
Emphasis Software  
Kronos  
Sherpa

**Purpose:**

Professional Services to implement the Oracle Cloud Enterprise Resource Planning (ERP) Solution

**Original Start Date:** 4/1/2018

**Current End Date:** 6/30/2028

**Currently Authorized Compensation:** \$68,280,000

**Additional Compensation:**

All vendors will be paid from the additional not to exceed aggregate amount of \$6,800,000.

**Total New Compensation:** \$75,080,000

**Location:**

All Schools; Administrative Office(s)

**Renewal Options:** No

**Description:**

The District seeks authority to increase the amount for one or more components of the enterprise resource planning solution, including related implementation services and related managed technology services. The additional costs are for project management, solution configuration, system testing and system training. The cost increase is a result of a change in the implementation timeline, with an HCM and related modules projected implementation date of July 1, 2023. The District's software licenses are through June 30, 2028. The extended timeline accounts for challenges with converting vast amounts of data into the new system, additional training, and the District's need for additional time to ensure a smooth transition to the new system. Due to the required go-live changes, we have re-assessed total project costs and timeline and we are focused on successfully managing the project through completion with this revised approach.

**Related resolution(s)/approval(s):**

March 15, 2018; A-24

May 19, 2019; No. 23

March 26, 2020; No. 16

June 24, 2021; No. 22

**Funding Source(s):**

Capital Funded

**Office Originating Request:** Finance

**ATTACHMENTS:****Description**

Amendment of Contract with Various Vendors - ERP Implementation (\$6,800,000)

**Type**

Supporting Document

**Action Item –**

**Title: Amendment of Contract with Various Vendors - ERP Implementation (\$6,800,000)**

**Board of Education Meeting Date:** 11/17/2022

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:**

Cherry Road Technologies, Inc.  
Oracle  
ADP, LLC  
Emphasis Software  
Kronos  
Sherpa

**Purpose:**

Professional Services to implement the Oracle Cloud Enterprise Resource Planning (ERP) Solution

**Original Start Date:** 4/1/2018

**Current End Date:** 6/30/2028

**Amended End Date:** 6/30/2028

**Additional Compensation:**

All vendors will be paid from the additional not to exceed aggregate amount of \$6,800,000.

**Total New Compensation:** All vendors will be paid from the new total not to exceed aggregate amount of \$75,080,000.

**Location:**

All Schools; Administrative Office(s)

**Renewal Options:** No

**DESCRIPTION**

The District seeks authority to increase the amount for one or more components of the enterprise resource planning solution, including related implementation services and related managed technology services.

The additional costs are for project management, solution configuration, system testing and system training. The cost increase is a result of a change in the implementation timeline, with an HCM and related modules projected implementation date of July 1, 2023. The District's software licenses are through June 30, 2028.

The extended timeline accounts for challenges with converting vast amounts of data into the new system, additional training and the District's need for additional time to ensure a smooth transition to the new system. Due to the required go-live changes, we have re-assessed total project costs and timeline and we are focused on successfully managing the project through completion with this revised approach.

**Related resolution(s)/approval(s):**

March 15, 2018; A-24

May 19, 2019; No. 23

March 26, 2020; No. 16

June 24, 2021, No. 22

**Funding Source(s):**

Capital Funded

**Office Originating Request:** Finance



**Action Item - 7.**

**Title: Contract with SHI International Corp for Enterprise Network Firewall Equipment and Services (\$1,800,000)**

**Board of Education Meeting Date:** 11/17/2022

**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:**

SHI International Corp

**Purpose:**

To replace the District's current primary internet-facing firewall and associated components, which were purchased in FY17 and have approached the end of their lifespan

**Start date:** 11/18/2022

**End date:** 11/17/2027

**Compensation not to exceed:** \$1,800,000

**Separate Compensation by Vendor:**

N/A

**Location:**

Administrative Office(s)

**Renewal Options:** No

**Description:**

The Office of Information Technology Security has identified a need for an equipment refresh for the primary internet firewalls and supporting equipment/services, including a log aggregation tool and vendor-provided support. An internet-facing firewall is a core element to provide any level of security in a network and without this equipment the District would be unable to provide even basic services, such as web filtering for students and staff. The

District's current contract expires in March 2023. This contract is for the entire District internet firewall that works as the primary level of defense from cyber attackers.

This equipment refresh is vital to continue providing any internet-based services to students, staff and the community. As has been widely reported, the Baltimore School District and Los Angeles Unified School District were the two most recent large public school districts hit by cyber attacks. Cyber attacks can create complete work stoppages until ransom is paid, and can take months to recover from. The contract with SHI will provide a premium product with state of the art tools to protect the District.

**Funding Source(s):**

FY23 Operating Funds

**Office Originating Request:** Information Technology

**Action Item - 8.**

**Title: Ratification of Contracts with Carrier Rental Systems and Herc Rentals Inc. for Temporary HVAC Equipment Rentals (\$900,000)**

**Board of Education Meeting Date:** 11/17/2022

**Action under consideration**

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

**With:**

Carrier Rental Systems  
Herc Rentals Inc.

**Purpose:**

Rental of temporary HVAC equipment (chillers and boilers) including the required hose(s), fittings and cables

**Start date:** 7/1/2022

**End date:** 6/30/2025

**Compensation not to exceed:** \$900,000

**Separate Compensation by Vendor:**

All entities will be paid out of the aggregate amount not to exceed \$900,000.

**Location:**

Various locations of Philadelphia School District

**Renewal Options:** Yes

**Number of Options:** 2

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

**Maximum compensation authorized per option period:** \$300,000 per year to be utilized between both the vendors

**Description:**

The Office of Maintenance has a need to rent temporary HVAC equipment (boilers/chillers) to support schools that have heating and cooling emergencies. Currently, there are temporary chillers installed in 4 schools, providing cooling, that have Capital improvement projects that are planned or in progress. This contract will also be used to support schools that have mechanical failures in lieu of Capital projects. As part of the overall strategy, it will

also enable the Office of Maintenance to respond to heating/cooling emergencies, minimizing interruptions to the educational process.

The ratification is necessary since the amount of time required for the public procurement process exceeded the time frame in order to support a successful school opening for SY23. This contract is necessary to meet the District's goal of providing safe, warm and clean learning environments for students in our schools.

**Office Originating Request:** Operations - Facilities

## **Action Item - 9.**

### **Title: Ratification of License Agreement with Today's Child Learning Centers**

**Board of Education Meeting Date:** 11/17/2022

#### **Action under consideration**

The Administration recommends the Board of Education ratify and authorize the execution and performance, by the Superintendent or his designee, of a License Agreement, as follows:

**With:**

Today's Child Learning Centers

**Purpose:** To provide Head Start programming for 120 eligible children

**Start Date:** 9/1/2022

**End Date:** 8/31/2023

**License amount not to exceed:** \$93,400 paid to the School District

**Location:**

L P Hill School 3133 Ridge Avenue – 1<sup>st</sup> floor – Approximately 10,000 sq. ft.

**Description:**

Today's Child Learning Centers have been serving Head Start students at the Feltonville Annex for several years. Today's Child had located space and was planning to move its program outside of a District facility as of July 1, 2022. The space they had identified, however, was not ready for occupancy and Today's Child was unable to locate an alternative location for the program, so the District worked with Today's Child to identify suitable space in a District facility. Authorization is requested to approve the move of Today's Child to and license space at L P Hill School. This request is a ratification authorization because the District did not learn about the circumstances from Today's Child until after the prior license agreement ended on June 30, 2022. The L P Hill location will provide more appropriate learning conditions until Today's Child's new space is ready for occupancy or in the event that the parties to this License Agreement determine to continue with the arrangement. The District's Office of Real Property has identified space for Today's Child's Head Start program on L P Hill School's first floor. This License Agreement enables the District to support 120 children and families who need Head Start services in this area. The Feltonville Annex has been solely used by Today's Child in recent years, with no other students occupying the space, and will be placed on the District's vacant property list.

**Goal and Guardrails:**

Welcoming and Supportive Schools-Guardrail1; Every School will be safe, welcoming and healthy place where our students, staff and community want to be and learn each day.

**Related Resolution(s) / Approval(s):**

May 27, 2021; No. 44

**Office Originating Request:** Operations - Facilities

## **Action Item - 10.**

### **Title: Amendment of Contract with TE Construction Inc. for Schoolyard Improvements at Louis H. Farrell School- No Cost Time Extension**

**Board of Education Meeting Date:** 11/17/2022

#### **Action under consideration**

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

**With:** TE Construction Inc.

**Purpose:** Completion of schoolyard improvement project at Louis H. Farrell School

**Original start date:** 4/21/2022

**Original end date:** 10/28/2022

**Amended end date:** 6/30/2023

**Currently authorized compensation not to exceed:** \$972,000

**Additional Compensation:** \$0

**Total New Compensation:** Unchanged, at \$972,000

#### **Location(s):**

Louis H Farrell School

#### **Description:**

The Office of Capital Programs requests a no-cost extension of time for construction services with TE Construction Inc. for the Schoolyard Improvements Project at Louis H. Farrell School. The William Penn Foundation has given a grant to The Fund for The School District of Philadelphia for the purpose of developing three schoolyards at District schools into playful learning landscapes that will support early literacy. The acceptance of the grant in the amount of \$2,500,000 was approved by the Board at the March 28, 2019 meeting. The original action item identified the construction final completion date as the contract end date and did not allow for any contingency time to process change orders, punch lists, or project close-out documentation to be submitted and/or processed. As a result of this, We are requesting a contract extension to June 30th, 2023.

The Office of Capital Programs in coordination with The Fund has worked to develop design and construction documents for the three schoolyards (Farrell, Pennell, and Hunter Elementary Schools) identified by the grant. The Louis Farrell Elementary School is the first of the three schools to reach design completion. The project includes asphalt pavement repair/replacement, installation of new play structures with concrete footings and rubber safety surface, new planting beds with trees and shrubs installed, and installation of new site furnishings including benches, bike racks, and trash receptacles.

This work is in support of the Operations Division goal of providing a safe and healthy environment for all students. The additional time extension is necessary to complete the final phase of the project. The project was delayed due to the setbacks related to the pandemic and COVID-19 restrictions beginning in the spring of 2020. Salient tasks include asphalt pavement repair/replacement, installation of new play structures with concrete footings and rubber safety surface, new planting beds with trees and shrubs installed, and installation of new site furnishings including benches, bike racks, and trash receptacles.

**Guardrail 1** – Every school will be a safe, welcoming, and healthy place where all students, staff, and community want to be and learn each day.

**Related resolution(s)/approval(s):**

April 21, 2022; No. 12

**Funding Source(s):**

FY23 Capital Budget

**Office Originating Request:** Operations - Capital Programs



**Action Item - 11.**

**Title: Asbestos Disposal Services - \$75,000**

**Board of Education Meeting Date:** 11/17/2022

**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:**

David Geppert Recycling, Inc.

**Purpose:**

Funding for a licensed asbestos waste hauler to transport and dispose of asbestos waste according to federal, state, and local regulations

**Start date:** 12/31/2022

**End date:** 12/31/2024

**Compensation not to exceed:** \$75,000

**Location:**

All Schools

**Renewal Options:** Yes

**Number of Options:** 2

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

**Maximum compensation authorized per option period:** \$37,500

**Description:**

Authorization is sought for this contract to establish a source for asbestos disposal services, which are needed in connection with the District's compliance with federal, state, and local health and environmental regulations and standards relating to the removal and remediation of asbestos. This action item enables the School District to continue to remove and legally dispose of asbestos containing materials in compliance with regulatory agency standards. The selected contractor currently holds this contract and has been an effective partner with a proven record of removing, transporting, and disposal of asbestos waste that is generated by our District abatement team. This contractor also provides demolition services during capital construction

projects and has had a proven track record providing these additional services to the District. This work supports Guardrail 1 - To provide safe, healthy, and welcoming learning environments for all students.

**Funding Source(s):**

Capital Budget FY 23 (12/31/2022 - 06/30/2023)

Capital Budget FY 24 (07/01/2023 - 06/30/2024)

Capital Budget FY 25 (07/01/2024 - 12/31/2024)

**Office Originating Request:** Operations - Facilities

**Action Item - 12.**

**Title: Change Orders at Various Locations (\$774,059)**

**Board of Education Meeting Date:** 11/17/2022

**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. C.A.D. Electric, Inc. Dolan Mechanical, Inc. Eagle I Electric, Inc. Ernest Bock & Sons, Inc. Five Star Builders Inc. Gem Mechanical Services, Inc. Hyde Electric Corporation Lorenzon Brothers Madden Electric Associates, Inc Magnum, Inc. Mulhern Electric Company, Inc. Palman Electric, Inc. Palmer Masonry Restoration PT Mechanical Group, LLC Robert Michaels and Associates, Inc. Smith Construction, Inc. TE Construction Services, LLC The Bedwell Company
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**Purpose:**

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

**Start Date:** 11/18/22

**End Date:** Through completion dates for previously approved contracts

**Compensation not to exceed:** \$774,059

**Separate Compensation by Vendor and Locations:**

Allstates Mechanical, Ltd. - Mechanical Contract - Major Renovation and Addition at Allen, Ethan Elementary School; \$11,522
Allstates Mechanical, Ltd. - Mechanical Contract - Major Renovation Phase 2 at Pratt, Anna B. Elementary School; \$7,394
C.A.D. Electric, Inc. - Electrical Contract - Classroom Modernization at Hopkinson, Francis Elementary Little School House; \$15,948
Dolan Mechanical, Inc. - Plumbing Contract - Major Renovation and Addition at Richmond Elementary School; \$23,856

Eagle I Electric, Inc. - Electrical Contract - Addition and Major Renovations at Frank, Anne Elementary School; \$90,186
Ernest Bock & Sons, Inc. - General Contract - Building Addition and Classroom Modification at Allen, Ethan Elementary School; \$169,045
Ernest Bock & Sons, Inc. - General Contract - Major Renovation and Addition at Richmond Elementary School; \$46,760
Ernest Bock & Sons, Inc. - General Contract - New Construction at Solis-Cohen, Solomon Elementary School; \$91,370
Five Star Builders Inc. - Plumbing Contract - toilet Renovations at Logan, James Elementary School; \$2,964
Five Star, Inc. - Plumbing Contract - Major Renovation Phase 2 at Pratt, Anna B. Elementary School; \$28,483
Gem Mechanical Services, Inc. - Mechanical Contract - Toilet Room Modification at Logan, James Elementary School; \$1,482
Gem Mechanical Services, Inc. - Plumbing Contract - Culinary Arts Suite Renovations at Wagner, General Louis Middle School; \$280
Hyde Electric Corporation - Electrical Contract - Major Renovation Phase 2 at Pratt, Anna B. Elementary School; \$4,770
Lorenzon Brothers - General Contract - Mechanical Renovation at Edmonds, Franklin S. Elementary School; \$14,179
Madden Electric Associates, Inc - Electrical Contract - New Cafeteria at Blankenburg, Rudolph Elementary School; \$7,599
Magnum, Inc. - General Contract - Athletic Field and Stadium Renovations at Lincoln, Abraham High School; \$25,920
Mulhern Electric Company, Inc. - Electrical Contract - HVAC Major Renovation at Edmonds, Franklin S. Elementary School; \$45,175
Palman Electric, Inc. - Electrical Contract - Athletic Field and Stadium Renovations at Lincoln, Abraham High School; \$4,191
Palmer Masonry Restoration - General Contract - Structural Repairs at Morris, Robert Elementary School; \$13,099
PT Mechanical Group, LLC - Mechanical Contract - New Construction at Solis-Cohen, Solomon Elementary School; \$15,914
Robert Michaels and Associates, Inc. - General Contract - Classroom Modernization at Vare - Washington Elementary School; \$5,443
Smith Construction, Inc. - General Contract - ADA Modifications at Beeber, Dimner Middle School; \$2,111
Smith Construction, Inc. - General Contract - Door Replacement at Catharine, Joseph W. Elementary School; \$10,275
Smith Construction, Inc. - General Contract - Toilet Room Modification at Logan, James Elementary School; \$3,708
TE Construction Services, LLC - General Contract - Building Envelope Renovation at Sullivan, James J. Elementary School; \$27,689
The Bedwell Company - General Contract - Major Renovation Phase 2 at Pratt, Anna B. Elementary School; \$104,696

**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 the 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 27, with a value of \$99,779,269. For the month of November, the change order total is \$774,059, which is .97% of the total value of the aforementioned 27 construction contracts.

**Goals and Guardrails:**

Guardrail 1: 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):**

October 28, 2021; No. 11  
February 22, 2022; No. 12  
January 27, 2022; No. 8  
April 22, 2021; No. 17  
April 22, 2021; No. 18  
September 23, 2021; No. 13  
May 27, 2021; No. 32  
December 20, 2021; No. 17  
October 18, 2018; No. 7  
May 28, 2020, 14  
January 30, 2020; No. 24  
April 21, 2022; No. 11  
January 28, 2021; No. 11  
August 20, 2020; No. 12

**Office Originating Request:** Operations - Capital Programs

**ATTACHMENTS:**

Description

Type

### **Action Item - 13.**

#### **Title: Contracts with Various Vendors for New Furniture and Equipment at Mayfair School - (\$301,000)**

**Board of Education Meeting Date:** 11/17/2022

#### **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:**

H & H Interiors, Inc.  
Hertz Furniture Systems, LLC  
Kay-Twelve, LLC  
Reed Associates, Inc.  
School Specialty, Inc.  
Visual Sound, Inc.

#### **Purpose:**

To procure the furniture and equipment required to furnish the newly constructed addition to Mayfair Elementary School

**Start date:** 11/18/2022

**End date:** 11/1/2023

**Compensation not to exceed:** \$301,000

#### **Location:**

Mayfair School

**Renewal Options:** No

#### **Description:**

The adopted Capital Improvement Plan (CIP) includes funding for a 12,000 S.F. addition to Mayfair Elementary School for kindergarten through 2nd-grade. This action item is for the fixed furniture and equipment required to make the addition a complete and usable facility. The project is scheduled for completion in December 2022, and supports Guardrail 1 – Every school will be a safe, welcoming, and healthy place where our students, staff, and community want to be and learn each day. By using vendors who are part of the PA Commonwealth Cooperative Program, the District is guaranteed the lowest, most competitive pricing.

**Funding Source:** Capital Budget

**Funding Source(s):**

FY23 Capital Budget

**Office Originating Request:** Operations - Capital Programs

## **Action Item - 14.**

**Title: Ratification Amendment of Contract with Johnson Controls Inc for Energy Savings Upgrades (GESA 1.2) at Laura H. Carnell Elementary School - No Cost Time Extension**

**Board of Education Meeting Date:** 11/17/2022

### **Action under consideration**

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

**With:**

Johnson Controls Inc.

**Purpose:** Completion of Energy Savings Upgrades (GESA 1) project

**Original start date:** 12/10/2021

**Original end date:** 10/31/2022

**Amended end date:** 10/31/2023

**Currently Authorized Compensation:** \$22,449,633

**Additional Compensation:** \$0

**Total New Compensation:** Unchanged, at \$22,449,633

**Location(s):**

Laura H. Carnell Elementary School

**Description:**

The Office of Capital Programs requests a no-cost extension of time for professional services with Johnson Controls Inc. for Energy Savings Upgrades (GESA 1) at Laura H. Carnell Elementary School. The additional time extension is necessary to complete the work, which was delayed due to the setbacks related to the pandemic and COVID-19 restrictions beginning in the spring of 2020 and supply chain issues. The project consists of LED light fixtures, installation of high energy efficient LED lighting fixtures to both the interior and exterior, water improvements, new boilers, added cooling and new terminal units, new chillers, digital temperature control upgrades, and repairs to allow improved comfort levels and reduce energy consumption and electrical system upgrades.

**Guardrail 1** – Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day

**Related resolution(s)/approval(s):**

December 9, 2021; No. 21

**Funding Source(s):**

FY23 Capital Budget



**Office Originating Request:** Operations - Capital Programs

**Action Item - 15.**

**Title: Stormwater Management Incentives Program (SMIP) Grant Acceptance and Subgrant Agreement for W.D. Kelley School**

**Board of Education Meeting Date:** 11/17/2022

**Action under consideration**

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to accept a Grant and enter into a Subgrant Agreement, as follows:

**Grant from:** Philadelphia Industrial Development Corporation – Local Development Corporation (PIDC-LDC)

**Purpose:** To construct stormwater management improvements at William D. Kelley School

**Grant Start Date:** 6/1/2021

**Grant End Date:** 12/31/2024

**Grant amount up to:** \$1,000,000

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, upon receipt of this grant, to enter into an Operation and Maintenance Agreement, subject to funding, as follows:

**With:** The Philadelphia Water Department (PWD)

**Operations and Maintenance Agreement Start Date:** 12/1/2023

**Operations and Maintenance Agreement End Date:** 12/31/2070

**Location(s):**

Kelley, William D. School

**Description:**

Through its GreenFutures sustainability plan, the District has identified a need for students to have access to outdoor learning environments that incorporate green space and stormwater management. The Stormwater Management Incentives Program (SMIP) grant award for the William D. Kelley School will help the District to advance its goal to provide green spaces at all schools. The District will enter into Subgrant Agreements with Philadelphia Industrial Development Corporation - Local Development Corporation ("PIDC-LDC"), as well as an Operation and Maintenance Agreement with the Philadelphia Water Department (PWD) in order to receive the grant funding. PIDC-LDC received the SMIP grant from PWD to provide funding for the implementation of green stormwater infrastructure at W.D. Kelley. Success will be measured by the increase of stormwater management on the school site which will generate stormwater credits and result in lower water utility costs.

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

**Office Originating Request:** Operations - Capital Programs

## **Action Item - 16.**

### **Title: Contract with Temple University Lewis Katz School of Medicine**

**Board of Education Meeting Date:** 11/17/2022

#### **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:**

Temple University Lewis Katz School of Medicine

#### **Purpose:**

To provide trauma informed counseling, professional development and coaching as well as the provision of trauma informed supplies and services

**Start date:** 11/18/2022

**End date:** 6/28/2024

**Compensation not to exceed:** \$385,674

#### **Location:**

Kelley, William D. School

#### **Description:**

The responsibility of educators to prepare young people to function successfully is bolstered with a trauma-sensitive approach. Temple University's Lewis Katz School of Medicine has been providing trauma counseling to teachers and school-based staff to assist students in coping with trauma and stress that can be barriers to academic achievements. The Temple School of Medicine also provides various supports such as tutoring, workshops, training, and other expressed needs through partnering with other organizations.

This initiative addresses school climate and safety as well as behavioral health support to children exposed to trauma. The primary objectives are to provide a trauma informed environment for the students, teachers and staff, a safer neighborhood, and an evidence-based behavioral treatment and prevention strategy to help the students use resiliency as the antidote to violence and childhood adversity. As a result, children, families and communities can more successfully process calamitous events and go on to thrive.

This program has been successfully implemented at Kenderton and Bethune the last several school years, selected as each K-8 is geographically close to Temple University. With

expressed interest from the school leader, WD Kelley was then identified to receive these services for the 2021/2022 school year. Due to the short-term outcomes achieved of increased positive school climate, reduction in student behavioral outbursts, increased youth awareness of non-violent alternatives, and improved student and community awareness of risks of violence, the school leader has expressed an interest in receiving this support for the duration of the 2022/2023 SY and the 2023/2024SY to not only continue building on short-term outcomes but also to attain long-term outcomes including increasing quality of life of students and families, reduction in conflicts in target areas, and reduction in juvenile arrests for violent crimes. This initiative aligns with Guardrail 1 Welcoming & Supportive Schools in an effort for every school to be a safe, welcoming and healthy place inclusive of providing students with access to robust social, emotional, and mental health supports.

**Related resolution(s)/approval(s):**

June 24, 2021; No. 50

**Funding Source(s):**

FY23: ARPA

FY24: ARPA

**Office Originating Request:** Student Support Services

## **Action Item - 17.**

### **Title: Approval of Application to the Pennsylvania Department of Education - Emergency Instructional Time**

**Board of Education Meeting Date:** 11/17/2022

#### **Action under consideration**

The Board of Education hereby approves the Emergency Instructional Time Application that has been prepared and is recommended by The School District of Philadelphia, through the Superintendent or his designee, as attached and as follows:

**To:** The Pennsylvania Department of Education

**Purpose:** To employ temporary provisions in the event of an emergency to meet the minimum 180 days of instruction and 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level through a combination of face-to-face and remote instruction

**Start Date:** 11/18/2022

**End Date:** 6/30/2023

#### **Locations:**

All Schools

#### **Description:**

Section 520.1 of the School Code provides flexibility to meet minimum instructional time requirements in the event of an emergency that prevents a school entity from providing for the attendance of all pupils or usual hours of classes at the school entity.

To provide predictability for planning purposes, flexibility for schools mitigating the spread of COVID-19, and for students recommended for remote instruction as a result of the pandemic, the District has elected to apply for approval to implement temporary provisions. These provisions will allow the District to meet the minimum 180 days of instruction and 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level through a combination of face-to-face and remote instruction, consistent with the requirements outlined in the Pennsylvania Department of Education's May 23, 2022, guidance.

The Emergency Instructional Time application must be approved by the Board of Education prior to acceptance by the Pennsylvania Department of Education.

**Office Originating Request:** Academic Support

**ATTACHMENTS:**

Description

Type

**Action Item - 18.**

**Title: Contract with Shine Early Learning, Inc. (\$50,000)**

**Board of Education Meeting Date:** 11/17/2022

**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:**

Shine Early Learning, Inc.

**Purpose:**

To provide training and design support to the Office of Early Childhood Education so that current data collection systems, monitoring protocols and performance reports fulfill the requirements of revised federal Head Start Program Performance Standards

**Start date:** 12/1/2022

**End date:** 6/30/2023

**Compensation not to exceed:** \$50,000

**Location:**

Administrative Office(s)

**Renewal Options:** Yes

**Number of Options:** 1

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

**Maximum compensation authorized per option period:** \$50,000

**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 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 the 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's Goals and Guardrails.

This action item authorizes the District to contract with Shine Early Learning to provide training and design support to the Office of Early Childhood Education so that current preK data collection systems, monitoring protocols and performance reports fulfill all requirements of revised federal Head Start Program Performance Standards that apply to the District's preK programs. The revised federal Head Start Program Performance Standards were officially adopted in September 2016, along with a timeline to operationalize different aspects of the standards beginning in 2017 and extending through 2022. The U.S. Administration for Children and Families has been issuing new best practice guidance for each of the performance standards to guide grantees in meeting the new requirements, including revised reporting and monitoring. As part of its annual self-assessment for 2022, the District's Office of Early Childhood Education identified a continued need to review and refine reporting and monitoring protocols in three areas: recruitment and enrollment of eligible families; classroom environment (including active supervision of children); and child development screenings. All changes resulting from this proposed contract will be implemented across both internally- and partner-operated sites. Shine Early Learning has experience working in this regard with dozens of large Head Start grantees, including the School District of Philadelphia, and has tested many of its tools and processes at Acelero Learning, which was recently recognized as one of five exemplar Head Start programs nationally. By contracting with Shine Early Learning, the District will be able to expand its implementation of proven solutions to address and fulfill intensified federal program requirements.

Last year, Shine worked closely with the preK intake team to design and implement an extensive family eligibility, application and enrollment dashboard that the team is now using to track and monitor preK program enrollment. Use of the dashboard this year has enabled the preK intake team to decrease the average total time it takes a family to be determined eligible for preK and enrolled in a program from 22 days to 6 days. The next proposed phase of work is to (1) continue to refine the eligibility and application components of the dashboard for the intake team; (2) design and launch a dashboard so that the leadership team can collect, monitor and report out on new classroom environment measures around student engagement, active supervision and supports for special needs children; and (3) design and launch a dashboard for the preK team to monitor and report out on child development, health and other screenings in compliance with federal Head Start performance standards. All of the work completed under this contract is informed and approved by the PreK Parent Policy Council, which includes representation from parents of children enrolled in the District's preK programs as well as community partners representing local family/child health, social service and wellness sectors.

**Funding Source(s):**  
FY22-23 Categorical

**Office Originating Request:** Academic Support

**ATTACHMENTS:**

Description

Type

**Action Item - 19.**

**Title: Contract with Children's Literacy Initiative - Early Literacy Supports - Learning Network 11 (\$84,000)**

**Board of Education Meeting Date:** 11/17/2022

**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:**

Children's Literacy Initiative

**Purpose:**

To improve equitable early literacy outcomes for children

**Start date:** 11/18/2022

**End date:** 6/30/2023

**Compensation not to exceed:** \$84,000

**Location:**

Learning Network 11; Bethune, Mary M. School; Duckrey, Tanner G. School; Cramp, William School

**Renewal Options:** Yes

**Number of Options:** 2

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

**Maximum compensation authorized per option period:** 110% of first year amount

**Description:**

This partnership with the Children's Literacy Initiative (CLI) is sought to support our focus on deepening teachers' anti-racist early literacy instructional practices and content knowledge. The service model takes a comprehensive approach to school improvement, focused on building teacher capacity and leadership capacity through An Early Literacy Specialist, Teacher Professional Learning Communities and Trainings, and School Based Leadership Team Meetings.

The Early Literacy Specialist will provide instructional coaching to help teachers identify

areas of strength and areas that need to be strengthened. Through job embedded coaching, we will be able to differentiate and apply real-time adjustments to classroom learning. The coaching cycle is focused on 1) Understanding and utilizing available data for long term and daily lesson planning, 2) Deepening teacher knowledge on anti-racist early literacy instruction, 3) Fostering a caring and equitable classroom environment, 4) Understanding bias and issues of equity in school structures, 5) Reviewing curricular materials for Diversity Equity and Inclusion (DEI), 6) Lesson planning design and implementation, 7) Reflective professional practices.

Through Teacher Professional Learning Communities, CLI works with a group of teachers during grade level meetings or common planning time on lesson and unit planning. Sessions focus on exploring and connecting what teachers are teaching, why and how they are teaching it. Coaches facilitate conversations on crafting literacy objectives, reviewing student data, and differentiating instruction to meet the needs of diverse learners.

The School Based Leadership Team Meetings (LTM) will provide an opportunity for multiple school-based stakeholders to come together to focus on teacher practice and student outcome data, and to use that data to examine and adjust the school's literacy instruction.

CLI and principals agree on the data that will be reviewed before the meeting. The purpose of the LTM is to build the principal's and leadership team's:

- Familiarity with initiative
- Capacity to review data and progress monitor
- Early literacy knowledge.

In review of data from SY 21-22, schools that received support from CLI were able to double the percentage of K-3 students that scored in the highest tier on the STAR reading assessments compared to schools that did not receive CLI support. This contract connects directly with Goals 1& 2, with a specific focus on early childhood literacy. The focus of the work is to deepen teachers' skills at implementing anti-racist early literacy instructional practices, which is also aligned to Guardrail 4: Addressing Racist Practices. The success of this contract will be proven through teachers' ability to customize their lesson plans to better align with the student demographic in their class. Leadership teams will also develop the skills to ensure the continuous reviews of curriculum for culturally responsive teaching. Side-by-side, job-embedded coaching remains one of the most effective ways to develop and teach adult learners. As with children, this approach to learning requires modeling, practice and repetition as part of the observation and feedback loop to ensure quality and successful implementation. The Chief of Schools Office has partnered with the Office of Academic Support and the Office of Evaluation, Research, and Accountability to identify the vendor to provide these supports and to align the supports to existing District Frameworks. The professional development and coaching provided by CLI will be in sync with District provided professional development opportunities. This contract connects directly with Goals 1& 2, with a specific focus on early childhood literacy. The focus of the work is to deepen teachers' skills at implementing anti-racist early literacy instructional practices, which is also aligned to Guardrail 4: Addressing Racist Practices. The success of this contract will be proven through teachers' ability to customize their lesson plans to better align with the student demographic in their class. Leadership teams will also develop the skills to ensure the continuous reviews of curriculum for culturally responsive teaching. Side-by-side, job-embedded coaching remains one of the most effective ways to develop and teach adult learners. As with children, this approach to learning requires modeling, practice and repetition as part of the observation and feedback loop to ensure quality and successful implementation. The Chief of Schools Office has partnered with the Office of Academic Support and the Office of Evaluation, Research, and Accountability to identify the vendor to provide these supports and to align the supports to existing District Frameworks. The professional development and coaching provided by CLI will be in sync with District provided professional development opportunities.

Funding for this project is provided from generous donations from the Hamilton Community Foundation and the Neubauer Family Foundation.

**Funding Source(s):**

FY22-23 Operating and Categorical

**Office Originating Request:** Schools

## **Action Item - 20.**

**Title: Contract with Partners in School Innovation - Professional Development (\$370,000)**

**Board of Education Meeting Date:** 11/17/2022

### **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:**

Partners in School Innovation

#### **Purpose:**

To provide professional development, teacher coaching services, school leadership development, and other supports for the purpose of school transformation

**Start date:** 11/18/2022

**End date:** 6/30/2023

**Compensation not to exceed:** \$370,000

#### **Location:**

Duckrey, Tanner G. School; Bethune, Mary M. School; Blaine, James G. School; Morrison, Andrew J. School; Vare-Washington School; Welsh, John School; Hartranft, John F. School; Alternative Middle Years (AMY) at James Martin; Nebinger, George W. School; Waring, Laura W. School; Adaire, Alexander School; Ludlow, James R. School; Kearny, General Philip School; McCall, General George A. School; Meade, General George G. School; Meredith, William M. School; Morris, Robert School; Spring Garden School; Greenfield, Albert M. School; De Burgos, Julia School; Taggart, John H. School; Catharine, Joseph W. School; Comegys, Benjamin B. School; Day, Anna B. School; Forrest, Edwin School; Harrington, Avery D. School; McKinley, William School; Meehan, Austin Middle School; Wagner, General Louis Middle School; Washington, Grover Jr. Middle School; Richmond School; Webster, John H. School; Willard, Frances E. School; Barry, John Elementary School; Brown, Henry A. School; Dunbar, Paul L. School; Hackett, Horatio B. School; Hopkinson, Francis School; Hunter, William H. School; Juniata Park Academy; McMichael, Morton School; Mitchell, S. Weir Elementary School; Munoz-Marin, Honorable Luis School; Sheridan, Philip H. School; Hartranft, John F. School; Wright, Richard R. School; Bache-Martin School; Richmond School; Central High School; Northeast High School

**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 110% of first year amount

**Description:**

The School District seeks services from the Partners in School Innovation (PSI) in support of school transformation and improvement. Strengthening adult learning systems in ways that build a culture of continuous learning and growth for adults and children, as well as build the capacity of teachers and leaders, are essential strategies to create better outcomes for School District of Philadelphia students. PSI works side-by-side with teachers and leaders to strengthen teaching, learning, and achievement in public schools and districts, so that every student, regardless of background, thrives. As part of this program, PSI will provide additional supports to participating cohorts of schools through targeted professional development to improve instruction and student outcomes in core subjects. The value of services provided by PSI to the School District is over \$1,000,000. The costs of services to the School District will be significantly offset by grants to PSI in support of our partnership from the William Penn Foundation, the Bill & Melinda Gates Foundation, and the Neubauer Family Foundation.

The staff from PSI works in close communication with district and learning network leadership to ensure alignment and optimal conditions for an equity-focused continuous improvement approach. With strategies grounded in equitable practices and in support of student learning, we will focus explicitly on moving students out of the lowest proficiency bands in addition to moving more students into proficient and above.

The partnership between PSI and the district is fulfilled through monthly 1:1s with Assistant Superintendents, monthly meetings with the Office of Academic Supports, partnering with the Leadership Development Team, and aligning all priorities with the Chief of Schools. In addition, PSI will work directly with the Assistant Superintendents for Learning Networks 1, 3, 5, 7, 11 and 12 to provide a network of support for instructional leadership teams and school-based teacher leadership. These convenings will help create a common set of expectations and approaches for instructional leadership and monitoring across the cohorts. In these sessions, PSI will support schools to set school goals, develop a theory of action and professional learning plan for improving instruction, while using data to review their progress and make strategic adjustments. Teachers also attend monthly sessions in which they are provided resources to deepen their knowledge of standards, assessments, and the strategies used to build student agency and independence. Additionally, teachers receive job-embedded support in the form of in-classroom observation and feedback to improve their practice.

The District's work with PSI is aligned to support reading and math goals as outlined in the Board of Education's Goals and Guardrails. We propose the following in support of goals 1, 2 and 3, and to be used as objectives to measure the progress and success of this project:

- Improved Student Outcomes – Grade Level Proficiency and Progress Towards Proficiency on ELA and Math assessments

- Increased School Transformation Capacity – Measured in 3 categories 1) Results-oriented leadership 2) Systems for teacher professional learning 3) Core instructional program.
- Quality Implementation of Partners Transformation Approach: In each network school, Improvement Partners use a six-phase roadmap (Partner, Set Goals, Plan, Act, Assess/Reflect/Adjust and Renew/Close) to guide their actions in schools with leaders, coaches, and teachers.

The success of the partnership thus far has been measured by student academic data in the forms of progress and achievement; increases in the frequency and quality of implementation of best practices; rigorous implementation of the transformation approach; and program participant satisfaction. Annually, the Assistant Superintendents review mid-year and end-of-year student achievement and progress data as measured by benchmark exams, PSSA results, and School Progress Report (SPR) scores. Each school receives an annual School Transformation Review assessment of the school's progress toward achieving transformational adult practices. Implementation of the transformation approach is tracked monthly using a Program Implementation Tracker. Finally, in each year of the partnership, each school will conduct a mid-year and end-of-year satisfaction survey. Data from each of these areas have shown promising results. These results include marked increases in student progress and School Progress Report (SPR) scores at each school; across the board increases in Results-Oriented Leadership, Systems for Professional Learning, and Core Instructional practices as measured by the annual School Transformation Review; across the board increases in school transformation approach implementation as measured by the Program Implementation Tracker and high satisfaction results as measured by the Satisfaction Survey.

**Funding Source(s):**

FY22-23 Operating and Categorical

**Office Originating Request:** Schools



## **Action Item - 21.**

**Title: Contract with Philadelphia Academy of School Leaders - Neubauer Fellowship (\$261,000)**

**Board of Education Meeting Date:** 11/17/2022

### **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:**

Philadelphia Academy of School Leaders

**Purpose:**

Professional development for school leaders

**Start date:** 11/18/2022

**End date:** 6/30/2024

**Compensation not to exceed:** \$261,000

**Location:**

Administrative Office(s)

**Renewal Options:** No

**Description:**

The School District of Philadelphia will partner with the Philadelphia Academy of School Leaders (PASL) to establish its 7th cohort of school leaders to participate in the Neubauer Fellowship in Educational Leadership (Neubauer Fellowship). Through an investment in results-driven leadership development experiences, PASL empowers individuals to drive student outcomes and advance equity in Philadelphia's district, charter, and faith-based schools.

The Neubauer Fellowship – PASL's flagship experience – provides proven principals with the resources and guidance to sharpen their leadership capacities, and is a transformative two-year experience that develops critical leadership skills needed to elevate school performance and student outcomes in their schools and across the city. Fellows engage in a unique cross-sector, cohort-based experience, receive best-in-class professional development, and build relationships with a network of outstanding peers who share strategies and problem-solve with one another. The Neubauer Fellowship is competitive and selective. The rigorous competency-based selection process includes an application, interviews, instructional analysis, data reviews, reference checks, and a school visit.

On average, it costs approximately \$73,000 per Neubauer Fellow for the two-year fellowship program and opportunities for continued engagement as Senior Fellows (alumni). The School District will be responsible for contributing a total of \$14,500 per Fellow over the two years: \$5,556 per Fellow in Year 1 (2022-2023), and \$8,944 per Fellow in Year 2 (2023-2024). In total, this contribution reflects about 20% of overall program costs per Fellow. The 7th cohort of District leaders in the Neubauer Fellowship will have a total of 18 participants.

Total school system fees due to PASL are \$261,000 over the two-year period of the agreement with the School District of Philadelphia. The balance due each year of the program is as follows:

- \$100,000 in 2022-2023
- \$161,000 in 2023-2024

### **How is this work connected to the District's plan to achieve Goals & Guardrails?**

The aim of the Neubauer Fellowship is to improve student outcomes: student achievement I-proficiency, student achievement-growth, and high school graduation rates. This is aligned with the District's Goals 1-5. In addition, the fellowship is focused on developing critical leadership skills aimed at improving school conditions and producing equitable outcomes for all student groups in alignment with Guardrails 1 and 4.

### **How will the success of this contract be measured?**

PASL will determine impact by comparing Neubauer Fellow-led schools' performance to that of schools not led by participants, and by comparing performance between pre-participation and post-participation years.

### **If this is the continuation of a contract, how has success been measured in the past and what specific information do we have to show that it was successful?**

PASL has contracted with an external education research organization to study the impact of the Neubauer Fellowship. While the analysis and resulting report will not be available until Fall 2023, an interim report studied outcomes that reflect potential impacts that mediate between the direct effects of PASL programs and the ultimate objectives of improved student achievement and graduation rates.

### **When applicable, is this an evidence-based strategy? If so, what evidence exists to support this approach?**

PASL programming is aligned to a set of Leadership Levers—or competencies—grounded in instructional leadership and equity. This framework captures the highest leverage skills or practices school and system leaders must demonstrate in order to drive outcomes. These levers are results driven and research-based. In addition, PASL programming reflects effective practice in adult learning and principal development.

### **When applicable, was a larger community of District community members and/or stakeholders involved in this selection process? If so, what groups and how?**

Senior Fellows (Neubauer Fellow alumni) who serve in the capacity of District school and

systems leaders served on the selection committee. They facilitated interviews, conducted school visits, and provided evidence- and competency-based feedback as well as recommendation for selection into the cohort for each applicant.

**Related resolution(s)/approval(s):**

June 25, 2020; No. 49

**Funding Source(s):**

FY22-23 Operating and Grants

FY23-24 Operating and Grants

**Office Originating Request:** Schools

**Action Item - 22.**

**Title: Contract with Teach Plus, Inc. - Professional Development - LN 11 (\$90,000)**

**Board of Education Meeting Date:** 11/17/2022

**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:**

Teach Plus, Inc.

**Purpose:**

To apply an evidence-based approach and utilize the established Teach Plus program model of improving collective leadership through teacher leadership

**Start date:** 11/18/2022

**End date:** 6/30/2023

**Compensation not to exceed:** \$90,000

**Location:**

Learning Network 11; Blaine, James G. School; Elkin, Lewis School; Morton, Thomas G. School; Peirce, Thomas M. School; Taylor, Bayard School; McClure, Alexander K. School

**Renewal Options:** Yes

**Number of Options:** 2

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

**Maximum compensation authorized per option period:** 110% of the first year amount

**Description:**

This project will support administrators and teacher leaders in the Professional Learning Community (PLC) space, and work to leverage application of improvement science principles to build capacity, particularly in the areas of shared leadership and instructional leadership. Support will include coaching of school-based leaders in the PLC space, support of leadership teams (consisting of administrators and teacher leaders) through a continuous improvement process focused on real-time reflection and refinement of the PLC as the schools work to nurture shared leadership and enhance teacher practice. The partnership work will consist of monthly opportunities to inquire and regular cross-school convenings of

the leadership teams. The partnership work will also complement network school visits. One of the main goals of this work is to facilitate a community of practice among school leaders (including teacher leaders) for inquiry and collaborative learning, focused on continuing to foster shared leadership, leveraging teacher leadership to support professional learning communities and school-wide change efforts, and building teacher efficacy and effectiveness.

Teach Plus is a national education non-profit that empowers excellent, experienced, and diverse teachers to take leadership over key policy and practice issues that advance equity, opportunity, and student success. Since 2017, Teach Plus Pennsylvania has partnered with the School District of Philadelphia (District) on a project called T3, supporting grade-level teacher leaders in five schools to facilitate the learning of their peers and build cultures of collective leadership through professional learning communities. Since 2021, Teach Plus has also supported four additional schools in Network 11 to build shared leadership and teacher efficacy through the Shared Leadership Project. Preliminary data was analyzed to compare Star achievement results across Network 11. There is a clear trend of the T3 and Shared Leadership Project schools making larger gains than the non-Teach Plus schools and network as a whole in reading, with more mixed results for math. Here are some key data points:

- In reading, four of five of the fastest growing schools (Peirce, Taylor, Cayuga, and Elkin) were Teach Plus partner schools. Three of five of the top performing schools (Peirce, Cayuga, and Taylor) were Teach Plus partner schools.
- In math, three of five of the top performing schools (Cayuga, Morton, and Peirce) were Teach Plus partner schools. Two of five of the fastest growing schools (Cayuga and Morton) were Teach Plus partner schools.
- When looking at reading, Teach Plus schools clearly improved faster than non-Teach Plus schools this year from beginning of year (BOY) to end of year (EOY), with the percentage of students scoring in the highest tier for Star increasing by 14 percentage points from BOY to EOY compared to 6.9 percentage points for non-Teach Plus schools. Teach Plus schools were also five points higher than non-Teach Plus schools in terms of EOY proficiency, even though the non-Teach Plus schools started the year higher.

Teach Plus also leads a statewide Pennsylvania Policy Fellowship, which has engaged many District teachers in policy advocacy on issues including equitable school funding and recruitment and retention of a diverse teacher workforce. Funding for this project is being provided from generous donations from the Neubauer Family Foundation, William Penn Foundation, and W. Clement & Jessie V. Stone Foundation.

This partnership works in support of Guardrails 1, 2 and 3, as we are placing intentional support to build teacher and student practice simultaneously. The partnership will support the district-wide work we are engaged in across PLCs. We recognize the benefits when schools are able to engage in effective and focused PLCs that allow for consistent teacher collaboration in support of strengthening the planning and the implementation of quality student learning. Success of this contract will be measured utilizing qualitative and quantitative measures: STAR will be used to measure student learning. Frequent PLC and classroom observations will be used to measure the expected change in teacher and student practice. Extensive research supports the benefits and promise of PLCs being used as a strategy to address and support instruction. This vendor was selected by six school communities across Learning Network 11, inclusive of educators and administrators. The professional development and coaching provided will be in sync with District provided professional development

opportunities from the Chief of Schools Office as well as the Office of Academic Supports.

**Funding Source(s):**

FY22-23 Categorical

**Office Originating Request:** Schools

## Action Item - 23.

**Title: Alliance For Progress Charter School – Application for Charter Renewal - Added 11.14.2022 (Updated 11.22.2022)**

**Board of Education Meeting Date:** 11/17/2022

Title: Alliance For Progress Charter School – Application for Charter Renewal

Term: July 1, 2022 through June 30, 2027

Amendment: None

Description: Alliance For Progress 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 annual submission of all required employee background checks and clearances, (ii) the submission of a revised student handbook to include late student pick-up procedures, (iii) the submission of a compliant English as a Second Language (“ESL”) policy; and (iv) the submission of compliant enrollment materials. The Board of Education will consider this application for charter renewal.

**Office Originating Request:** Board of Education

### ATTACHMENTS:

Description

Final Action Item

Type

Supporting Document

Re: Alliance for Progress Charter School; Application for Charter Renewal

WHEREAS, pursuant to the Charter School Law, 24 P.S. § 17-1701-A, *et seq.*, the School Reform Commission (“SRC”) of the School District of Philadelphia (“School District”) granted a charter (“Charter”) to the Board of Trustees of ALLIANCE FOR PROGRESS CHARTER SCHOOL (“Charter School”) to operate a charter school for a for a five-year term commencing in 2002 and

WHEREAS, the SRC renewed the Charter for five-year terms in 2007, 2012, and 2017; and

WHEREAS, the Charter School has sought renewal of its Charter; and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the renewal of the Charter and has submitted a charter agreement signed by the Charter School (“Charter Agreement”) to the Charter Schools Office (“CSO”) setting forth the agreed terms and conditions of renewal; now be it

RESOLVED, that the Board of Education hereby RENEWS the Charter School’s Charter, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year term commencing on July 1, 2022 and ending on June 30, 2027, effective upon the full execution of the Charter Agreement 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, that the Charter School has agreed to comply with certain performance requirements (“Performance Requirements”) as set forth below. Failure to comply with the Performance Requirements may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and the immediate family of trustees, officers and administrators of the Charter School comply with the Ethics Act and the Pennsylvania Nonprofit Corporation Law of 1988 (“Nonprofit Law”). The Board of Trustees shall adopt a Conflicts of Interest policy that complies with the Ethics Act and the Nonprofit Law.
2. 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 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.

3. The Board of Trustees shall hold regular public meetings at least six (6) times every school year. Notwithstanding the foregoing, the Board of Trustees shall meet to take action in a timely manner in accordance with the Charter, Applicable Laws (as defined in Article II, Section A.1), and the Charter School's Student Code of Conduct, but no less frequently than necessary to act on student discipline matters within forty-five (45) days after any infraction or hearing as required by Applicable Laws (as defined in Article II, Section A.1).

4. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law. Additionally, the Admissions Policy and Process:

- a. shall include provisions on: (i) application deadlines; (ii) enrollment preferences, order and allocation of preferences, and methods by which preferences would be identified; (iii) student recruitment procedures and communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, and to monitor any specified enrollment targets; (iv) lottery dates, and (v) communication of lottery results, in a form and with provisions that are acceptable to the Charter Schools Office;
- b. shall provide that the application will be made clearly and plainly available on the Charter School's website in English, Spanish, and any additional language the Charter School deems appropriate without any barriers to enrollment requiring technology;
- c. shall provide that families will have at least four (4) weeks to complete and submit enrollment packets in person or digitally after lottery acceptance; with exceptions made for extenuating circumstances for families with language barriers;
- d. shall provide that an ordered, up-to-date waitlist be continuously maintained, reflecting at any given time the next eligible student to be offered admission in each grade served by the Charter School, identifying any applicable preference(s) for each student, and indicating the date any student is removed from the waitlist with the reason for removal;
- e. shall provide that if seats open during the school year for any grade served by the school or between school years for grades served other than the initial

grade, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list; and

f. shall provide that the Charter School shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after request by the Charter Schools Office.

5. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual Report, evidence that all professional staff providing educational services at the Charter School have all necessary licenses, certifications, qualifications and credentials required by the Charter and Applicable Laws, including without limitation the seventy-five percent (75%) certification requirement in accordance with the Charter School Law, and identify the number of all certified special education and English as a Second Language personnel with direct instruction responsibilities.

6. The Board of Trustees shall ensure that (i) all employees have required federal and state criminal and child abuse background checks during the Term of the Charter; and (ii) copies of such background checks are kept in each employee's personnel file. Preferably, the Charter School's annual financial audit will include an annual review of a sample of employee files for appropriate clearances and background checks.

7. The Board of Trustees shall ensure that required payments to the Public School Employees' Retirement System ("PSERS") are made timely. If the Charter School fails to make timely payments to PSERS and that results in a reduction of the School District's basic education subsidy, the School District shall withhold such reduction in a future monthly per-pupil payment to the Charter School. Additionally, any failure to make required PSERS payments above a threshold established by the Charter Schools Office or in any amount repeatedly shall result in the issuance of a Notice of Deficiency.

8. The Board of Trustees shall submit to the Charter Schools Office signed, complete, and accurate Statements of Financial Interest, pursuant to guidelines established by the Charter Schools Office. These documents are required by the Ethics Act and the Charter School Law to be completed annually for each trustee on the Board's roster for that school year.

9. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website and that any updates to the Board meeting schedule are posted timely. Furthermore, minutes from Board meetings shall be posted on the Charter School's website within two weeks of 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.

10. The Board of Trustees agree that the Charter School shall participate in the School District's charter school performance framework and monitoring system ("Charter School Performance Framework") as set forth in Article X of the Charter;

and be it

FURTHER RESOLVED, that the Charter School has agreed to comply with certain conditions for renewal ("Conditions for Renewal"). Failure to comply with the Conditions for Renewal as set forth below may be a basis for revocation or nonrenewal of the Charter School's Charter.

1. By September 30 of each school year, the Charter School shall submit to the Charter Schools Office a complete list of all staff members for the school year, along with copies of all required background checks and clearances for each employee, at the Charter School, including Act 168 information. If any clearances or background checks are missing or incomplete, the Charter School must take appropriate and necessary steps to address the employment status of such individual(s) prior to December 15th of the same school year. The Charter School shall ensure that all clearances and background checks are collected and up-to-date throughout the Charter Term.

2. Prior to the execution of the Charter by the School District, the Charter School shall submit to the Charter Schools Office, for review and approval, late student pick-up procedures to be added to the Charter School's Student Handbook. These procedures shall minimally include: (i) how families are to notify the Charter School if they are unable to pick up their child(ren) at the dismissal time, and (ii) the Charter School's procedures for persistent late pick ups that does not include financial repercussions for families.

3. Prior to the execution of the Charter by the School District, 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 Pennsylvania English as a Second Language regulations.

4. Prior to the execution of the Charter by the School District, the Charter School shall submit to the Charter Schools Office enrollment materials that are compliant with PDE guidance. Enrollment materials may only require proof of age and address, home language surveys, immunization records, and parent registration statements in order for students to enroll in the Charter School. The Charter School may not require any document or information which is not permitted by PDE guidance;

and be it;

FURTHER RESOLVED, the School District and the Charter School acknowledge and agree that the Charter School will enroll students only in the following grades with a maximum number of students as set forth below during the term of the Charter, unless the parties agree in writing to other terms:

<u>Years</u>	<u>Grades Served</u>	<u>Total Student Enrollment</u>
School Year 2022-2023	K-8	596
School Year 2023-2024	K-8	621
School Year 2024-2025	K-8	646
School Year 2025-2026	K-8	671
School Year 2026-2027	K-8	671

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, 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 - 24.**

**Title: Freire Charter School – Application for Charter Renewal - Added 11.14.2022  
(Updated 11.22.2022)**

**Board of Education Meeting Date: 11/17/2022**

Title: Freire Charter School – Application for Charter Renewal

Term: July 1, 2018 through June 30, 2023

Amendment: None

Description: Freire Charter School applied for renewal of its charter in the 2017-18 school year. A renewal evaluation of this charter school was completed by the Charter Schools Office in 2017-18, and the latest Annual Charter Evaluation with renewal recommendation was completed in 2018 ([ACE-R Renewal Recommendation](#)). The CSO has recommended a five-year renewal with one school-specific condition, effective July 1, 2018. The renewal includes one school-specific condition related to the submission of a revised student health services policy. The Board of Education will consider this application for charter renewal

**Office Originating Request:** Board of Education

**ATTACHMENTS:**

Description

Final Action Item

Type

Supporting Document

Re: Freire Charter School; Application for Charter Renewal

WHEREAS, pursuant to the Charter School Law, 24 P.S. § 17-1701-A, *et seq.*, the Board of Education of the School District of Philadelphia (“School District”) granted a charter (“Charter”) to the Board of Trustees of FREIRE CHARTER SCHOOL (“Charter School”) to operate a charter school for a for a four-year term commencing in 1999 and

WHEREAS, the School Reform Commission (“SRC”) renewed the Charter for five-year terms in 2003, 2008, and 2013; and

WHEREAS, the Charter School has sought renewal of its Charter; and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the renewal of the Charter and has submitted a charter agreement signed by the Charter School (“Charter Agreement”) to the Charter Schools Office (“CSO”) setting forth the agreed terms and conditions of renewal; now be it

RESOLVED, that the Board of Education hereby RENEWS the Charter School’s Charter, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year term commencing on July 1, 2018 and ending on June 30, 2023, effective upon the full execution of the Charter Agreement 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, that the Charter School has agreed to comply with certain performance requirements (“Performance Requirements”) as set forth below. Failure to comply with the Performance Requirements may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and the immediate family of trustees, officers and administrators of the Charter School comply with the Ethics Act and the Pennsylvania Nonprofit Corporation Law of 1988 (“Nonprofit Law”). The Board of Trustees shall adopt a Conflicts of Interest policy that complies with the Ethics Act and the Nonprofit Law.
2. 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 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.

3. The Board of Trustees shall hold regular public meetings at least six (6) times every school year. Notwithstanding the foregoing, the Board of Trustees shall meet to take action in a timely manner in accordance with the Charter, Applicable Laws (as defined in Article II, Section A.1), and the Charter School's Student Code of Conduct, but no less frequently than necessary to act on student discipline matters within forty-five (45) days after any infraction or hearing as required by Applicable Laws (as defined in Article II, Section A.1).

4. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law. Additionally, the Admissions Policy and Process:

- a. shall include provisions on: (i) application deadlines; (ii) enrollment preferences, order and allocation of preferences, and methods by which preferences would be identified; (iii) student recruitment procedures and communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, and to monitor any specified enrollment targets; (iv) lottery dates, and (v) communication of lottery results, in a form and with provisions that are acceptable to the Charter Schools Office;
- b. shall provide that the application will be made clearly and plainly available on the Charter School's website in English, Spanish, and any additional language the Charter School deems appropriate without any barriers to enrollment requiring technology;
- c. shall provide that families will have at least four (4) weeks to complete and submit enrollment packets in person or digitally after lottery acceptance; with exceptions made for extenuating circumstances for families with language barriers;
- d. shall provide that an ordered, up-to-date waitlist be continuously maintained, reflecting at any given time the next eligible student to be offered admission in each grade served by the Charter School, identifying any applicable preference(s) for each student, and indicating the date any student is removed from the waitlist with the reason for removal;



e. shall provide that if seats open during the school year for any grade served by the school or between school years for grades served other than the initial grade, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list; and

f. shall provide that the Charter School shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after request by the Charter Schools Office.

5. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual Report, evidence that all professional staff providing educational services at the Charter School have all necessary licenses, certifications, qualifications and credentials required by the Charter and Applicable Laws, including without limitation the seventy-five percent (75%) certification requirement in accordance with the Charter School Law, and identify the number of all certified special education and English as a Second Language personnel with direct instruction responsibilities.

6. The Board of Trustees shall ensure that (i) all employees have required federal and state criminal and child abuse background checks during the Term of the Charter; and (ii) copies of such background checks are kept in each employee's personnel file. Preferably, the Charter School's annual financial audit will include an annual review of a sample of employee files for appropriate clearances and background checks.

7. The Board of Trustees shall ensure that required payments to the Public School Employees' Retirement System ("PSERS") are made timely. If the Charter School fails to make timely payments to PSERS and that results in a reduction of the School District's basic education subsidy, the School District shall withhold such reduction in a future monthly per-pupil payment to the Charter School. Additionally, any failure to make required PSERS payments above a threshold established by the Charter Schools Office or in any amount repeatedly shall result in the issuance of a Notice of Deficiency.

8. The Board of Trustees shall submit to the Charter Schools Office signed, complete, and accurate Statements of Financial Interest, pursuant to guidelines established by the Charter Schools Office. These documents are required by the Ethics Act and the Charter School Law to be completed annually for each trustee on the Board's roster for that school year.

9. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website and that any updates to the Board meeting schedule are posted timely. Furthermore, minutes from

Board meetings shall be posted on the Charter School's website within two weeks of 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.

10. The Board of Trustees agree that the Charter School shall participate in the School District's charter school performance framework and monitoring system ("Charter School Performance Framework") as set forth in Article X of the Charter;

and be it

FURTHER RESOLVED, that the Charter School has agreed to comply with certain conditions for renewal ("Conditions for Renewal"). Failure to comply with the Conditions for Renewal as set forth below may be a basis for revocation or nonrenewal of the Charter School's Charter.

1. Prior to the execution of the Charter Agreement, the Charter School must submit to the Charter Schools Office for review a revised Student Health Services policy that acknowledges the School's responsibility to provide all exams and screenings outlined in PA Code Chapter 23;

and be it;

FURTHER RESOLVED, the School District and the Charter School acknowledge and agree that the Charter School will enroll students only in Grade 5 to Grade 12 with a maximum of 1000 students during the Term of the Charter, unless the parties agree in writing to other terms. 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, 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.